ED 338 792 AA 001 219

Resources in Education (RIE). Volume 27, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 338 793 CE 042 359

Fahy, Patrick J.
Learning about Computer-Based Education in Adult Basic Education.
PUB DATE- Jul 84
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Adult Basic Education; Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Managed Instruction; Courseware; *Educational Change; Foreign Countries; Programing Languages; *Student Attitudes; Teacher Attitudes; Teacher Developed Materials
IDENTIFIERS- *Alberta Vocational Centre; *PLATO

In 1979 the adult basic education department at the Alberta Vocational Centre (AVC), Edmonton, began to use the Control Data PLATO system. Results of the first PLATO project showed students using PLATO learned at least as much as students in regular classes. Students learned faster and reported great satisfaction with PLATO experiences. Staff and administration acceptance ranged from enthusiastic to none. During Project Two staff were to learn how to create their own lessons. Problems included delayed project approval and staff difficulties with the PLATO-based program for teaching the Tutor language, CREATE. An application of PLATO Learning Management (PLM) was designed for AVC's Registered Nursing Assistant program as part of Project Three. One of the program's instructional modules was selected for testing on PLATO using PLM-generated multiple

ED 338 812 CE 059 435

Cuerpo de Paz Manual de Sistema de Programacion y Capacitacion (Peace Corps Programming and Training System Manual): T0063.
PUB DATE- Oct 89
NOTE- 361p.; For an English version, see ED 318 881.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Foreign Countries; Postsecondary Education; *Program Administration; Program Development; *Spanish; *Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

This Spanish version of the Peace Corps Programming and Training System Manual is designed to help field staff members of the Peace Corps train volunteers. Its task descriptions, guidelines, examples, and definitions are intended to be practical and informative rather than restrictive. The manual is divided into six major sections: (1) introduction; (2) getting started; (3) assessing the country program; (4) planning and managing a project; (5) training; and (6) monitoring and evaluation. The manual also includes a glossary, a 21-item annotated bibliography, and numerous appendixes containing the following: information about the Volunteer Assignment Description; Quarterly Trainee Request System; pretraining questionnaire; oral proficiency interview standards; training module; session plan; guidelines for professional behavior; training of trainers resources and sample report; staff training roles and responsibilities; and checklists for administrative tasks. An index to the manual is also provided. (YLB)

ED 338 813 CE 059 441

An Assessment of Texas Guidance and Counseling Practices, Activities, and Services Currently Used in Texas for Compliance with Title II, Part A, Section 204(c) of Public Law 98-524. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 88
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; Career Education; Career Guidance; *Compliance (Legal); Data Interpretation; *Disabilities; *Disadvantaged Youth; Grade 7; Grade 8; Guidance Programs; Junior High Schools; Mainstreaming; Material Development; State Programs; Student Evaluation; *Student Placement; Test Reviews; Vocational Aptitude; Vocational Education; *Vocational Evaluation; Vocational Interests
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Texas

A project assessed current counseling activities, services, and programs in grades 7 and 8 that address vocational interest and aptitude assessment for handicapped and disadvantaged students. Staff developed a description of vocational assessment instruments available to public schools and a guide for interpreting and using vocational assessment data. The description of vocational assessment instruments and the guide were made part of a vocational assessment handbook. Survey data and knowledge acquired in the development of the handbook were used to develop a sample guidance program containing practices needed to comply with Public Law 98-524. Recommendations were

ED 338 831 CE 059 521

Business Administration and Management. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 30p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Business Administration; Business Skills; Communication Skills; Competence; *Competency Based Education; Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Office Automation; Promotion (Occupational); Statewide Planning; *Supervision; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains eight units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter business administration and management. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) management and supervision; (2) economic and business principles; (3) accounting and financial functions; (4) office technology; (5) general office functions; (6) communications; (7) professionalism; and (8) employability skills. (KC)

ED 338 832 CE 059 522

Carpentry. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 30p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Carpentry; Competence; *Competency Based Education; *Construction (Process); Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 14 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the occupation of carpentry. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring

ED 338 852 CE 059 542

Welding. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 28p.; For related documents, see CE 059 517-541.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blueprints; *Competency Based Education; Decision Making; *Employment Potential; Entrepreneurship; Entry Workers; Ethics; High Schools; Industrial Education; Job Analysis; Job Search Methods; *Job Skills; Lifelong Learning; Postsecondary Education; Problem Solving; Safety; State Standards; Task Analysis; *Welding
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a comprehensive and verified employer competency list for a welding program. It contains units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within the outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment and are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This OCAP contains 10 units: (1) safety and housekeeping; (2) materials science, inspection, testing; (3) blueprints; (4) oxyfuel welding; (5) shielded metal arc welding; (6) thermal cutting; (7) gas metal arc welding; (8) gas tungsten arc welding; (9) flux core arc welding; and (10) employability skills. (YLB)

ED 338 853 CE 059 543

Gibb, Allan
Training for Small Businesses in the European Community. (Guides to Competency in the Design of Effective Training Programmes). Introduction, Guides 1-5, and Bibliography.
PUB DATE- 90
NOTE- 372p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Administration Education; *Competence; Developed Nations; *Entrepreneurship; Foreign Countries; Futures (of Society); *Job Training; Postsecondary Education; *Program Design; Program Development; Program Implementation; Self Employment; Skill Development; *Small Businesses; *Trainers
IDENTIFIERS- *European Community

This series of guides is designed for those involved in organizing and delivering training to existing or would-be small business owners. The overall aim is to focus attention on the basic competencies required by organizers and trainers for effective program development and delivery. A short introductory booklet sets out the overall objectives of the five guides and how they might be used. The five guides are as

ED 338 871 CE 059 573

Persaud, Deochand; Sutton, David L.
The Aging Workforce. A Profile of the Employment and Economic Characteristics of New Yorkers 55 and Older.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Economic Status; *Employees; Employment Level; *Employment Patterns; Employment Statistics; *Labor Force Nonparticipants; *Middle Aged Adults; *Older Adults; Retirement; Trend Analysis; Unemployment
IDENTIFIERS- *New York

This report summarizes selected facts on the employment and economic status of the 55 and older household population of New York State in 1987. It is based on data from the Current Population Survey (CPS) conducted by the U.S. Bureau of the Census in March 1988. The report focuses on a profile of workers and nonworkers, primarily retirees, aged 55 and older. Separate profiles are presented for three older age cohorts--persons 55 to 59 years old, 60 to 64 years old, and 65 or older. Some of the highlights of the report are the following: (1) nearly 1.4 million persons 55 and older were active in the state's labor force in 1987, including more than 745,000 persons aged 60 and older and more than 291,000 persons aged 65 and older; (2) older persons who are employed are much less likely to be confronted with poverty and low income; (3) workers decreased from 73 percent of those aged 55-59 to 48 percent of those aged 60-64 to 13 percent of those aged 65 and over; (4) older workers of all ages generally are stable employees who remain with the same employers until they are voluntarily or involuntarily separated from their jobs; and (5) older workers were more likely to be men, to be married, to be the head of a family, and to have attended college. The report includes 21 charts and three appendixes that discuss age-related barriers to employment, list the source and limitations of the study data, and provide definitions of key terms. (KC)

ED 338 872 CE 059 574

Aagard, Steven D.
The Effect of Academic Advising and Demographic Variables on the Perceived Relevance of Graduate Education for Agriculturalists from Tanzania and Malawi.
PUB DATE- Dec 91
NOTE- 198p.; Master's Thesis, Washington State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Age; *Agricultural Education; Agricultural Trends; Career Choice; Demography; Doctoral Degrees; Economic Development; Employment Level; Foreign Countries; *Graduate Study; Higher Education; Masters Degrees; Measures (Individuals); *Occupational Aspiration; *Relevance (Education); Sex
IDENTIFIERS- *Malawi; *Tanzania

The effect of academic advising on perceptions of relevance by students from two developing countries in East Africa (Tanzania and Malawi) was studied through a survey. The dependent variable was relevance of education to career goals and to national agricultural development goals. The presence and/or

ED 338 891 CE 059 630

Families and Futures 2000. A Resource for Planning Comprehensive Home and Family Life Education Programs. Working Papers.
PUB DATE- 89
NOTE- 222p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; Course Content; *Daily Living Skills; *Decision Making Skills; Employment Potential; *Family Life Education; Health Education; *Home Management; Independent Living; Job Search Methods; Job Skills; Learning Activities; Lesson Plans; Problem Solving; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Family Work Relationship; *Washington

This curriculum guide is the first step in a total home and family life curriculum revision in the state of Washington aimed at helping students solve problems and study issues that have an impact on home and family life. The guide contains two model, nonsequential, comprehensive courses that may be adopted or adapted by school districts. The guide has three major sections. The first section, "Getting Started," has eight topics and seven lessons designed to prepare students at all levels to make decisions, solve problems, assume leadership roles, and achieve goals individually and in groups. The second section, "Personal Choices," examines seven issues of concern to younger students (grades 5-9): self-esteem, getting along at home and with others, handling change, managing money, improving health, and planning the future. The third section, "Management of Home and Work," designed for high school students, focuses on their future lives. Its seven issues and related topics cover healthy and balanced lives, relationships, community service, stress management, preparing for the future, parenting, and coping with crisis. Each lesson issue includes topic, suggested objective, leadership skills, evaluation techniques, resources, activities, and handout/transparency materials. The guide also contains an 18-item thinking skills bibliography, a lesson plan model, and a list of the curriculum team members and contributors. (KC)

ED 338 892 CE 059 635

Cresti, Federico
European Research into Occupational Profiles in the Conservation of the Architectural Heritage.
PUB DATE- Nov 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architectural Character; Architectural Research; *Building Trades; Construction Costs; *Construction Industry; Construction Needs; Developed Nations; *Facility Improvement; Foreign Countries; *Job Training; *Labor Needs; Postsecondary Education; Secondary Education
IDENTIFIERS- Belgium; *Europe; France; Historical Landmarks; Italy; *Restoration

A study was conducted in Europe to determine what occupations and job skills are involved in the rehabilitation of architecturally significant buildings and in the restoration of monuments. Final reports were received from Belgium, France,

ED 338 910   CE 059 694

McNelly, Don E.; And Others
A Statewide Needs Assessment in Tennessee: Vocational Administrators.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Jun 91
NOTE- 70p.; For a related document, see CE 059 695.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Administrator Attitudes; Educational Legislation; Educational Planning; *Educational Quality; Evaluation Criteria; Federal Legislation; *Needs Assessment; *Program Effectiveness; Program Evaluation; Secondary Education; State Surveys; *Statewide Planning; Teacher Certification; *Vocational Directors; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Tennessee

Baseline data were obtained pertaining to needs assessment criteria and standards of performance as perceived by local secondary vocational administrators in Tennessee. All local secondary vocational administrators listed in the 1990-91 state directory were the eligible population. The survey consisted of 32 items with a Likert response scale. Sixteen items pertained to the school and 16 to the vocational teachers. Descriptive statistics and analysis of variance were used to describe the responses and report comparisons. Items' mean rankings from lowest to highest were reported for all respondents to provide an overall statewide ranking of items and by certification as a local vocational administrator on all items. Respondents as a group identified four of the lowest five mean rated items as pertaining to employers or business and industry involvement and perceived their teachers as having the five lowest mean ratings on items pertaining to basic skills, articulation agreements, employer review of program instructional material, integration of basic skills, and employers reviewing programs to identify needs. When respondents were compared on the basis of certification, 10 significant differences were found with the lower mean ratings coming from the respondents without certification on 9 items. Overall, the mean scores for respondents with certification were higher on 26 items. The study identified barriers preventing students from participating in vocational education that were serious and needed to be addressed. (Appendixes include 11 references and the survey.) (YLB)

ED 338 911   CE 059 695

McNelly, Don E.; And Others
A Statewide Needs Assessment in Tennessee: Employers.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Jun 91
NOTE- 74p.; For a related document, see CE 059 694.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Legislation; Educational Quality; Education Work Relationship; *Employer Attitudes; *Employment Patterns; Employment Practices; *Entry Workers; Federal

ED 338 929 CG 023 658

Cheatham, Harold E.; And Others
Cultural Pluralism on Campus.
PUB DATE- 91
NOTE- 216p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Collected Works - General (020)
DESCRIPTORS- Affirmative Action; Colleges; College Students; *Cultural Pluralism; *Ethnic Bias; Higher Education; Intercultural Communication; Minority Groups; Program Evaluation; Student Personnel Services

This book is addressed primarily to higher education personnel responsible for campus programming that promotes a culturally plural environment. These chapters are included: (1) "Affirming Affirmative Action" (Harold E. Cheatham); (2) "Identity Development in a Pluralistic Society" (Harold E. Cheatham); (3) "The Minority Cultural Center on a Predominantly White Campus" (Lawrence W. Young, Jr.); (4) "Organizational and Administrative Implications for Serving College Students with Disabilities" (James S. Fairweather and Judith J. Albert); (5) "The Role of Developmental Education in Promoting Pluralism" (Jeanne L. Higbee); (6) "Integrating Diversity into Traditional Resident Assistant Courses" (Lissa J. VanBebber); (7) "Planning Programs for Cultural Pluralism: A Primer" (Leila V. Moore, H. Jane Fried, and Arthur A. Costantino); (8) "NCAA Policies and the African American Student Athlete" (Mitchell F. Rice); (9) "Racial Violence on Campus" (Camille A. Clay and Jan-Mitchell Sherrill); (10) "Planning for Cultural Diversity: A Case Study" (James B. Stewart); and (11) "Evaluating University Programming for Ethnic Minority Students" (Shanette M. Harris). (ABL)

ED 338 930 CG 023 741

Wheatley, Susan M.; And Others
Adolescents' Perceptions of Adult Status: Marriage Makes the Woman.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 18p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; College Students; *Expectation; Higher Education; High Schools; High School Students; *Life Events; *Marriage; Sex Differences; *Student Attitudes

Several studies converge in the finding that marriage is a salient transition event in the future expectancies of mid- and late adolescent females. Marriage figures more prominently in the future expectancies of late adolescent females than do other transition events, and more prominently in the future expectancies of adolescent females than does any other transition event anticipated by adolescent males. This study examined one factor which may contribute to the differential salience of marriage in the future expectancies of late adolescents: the effect which marriage, as an adult transition, has on adolescents' perceptions of adult status. Using a within-subjects design, 160 high school and college students rated the adult status of characters described in 24 vignettes. Vignettes

ED 338 950 CG 023 761

Wilson, Pamela M.
When Sex Is the Subject: Attitudes and Answers for Young Children.
PUB DATE- 91
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Child Caregivers; Children; Elementary Education; Elementary School Teachers; Parents; *Sex Education; *Sexuality

This handbook was written for elementary school teachers, parents, and other caregivers of children up to the age of 10 who are concerned with the sexuality education of young children. Chapter 1 presents basic information about sexual development in children, offering insights into the way children think about, understand, and experience their sexuality from birth through age 12. Chapter 2 gives parents and educators a window into the child's view of sexuality and offers strategies for making abstract ideas about sexuality more concrete for young children. Chapter 3 gives general guidelines for answering children's questions and sample questions and answers for three age groups: preschool through first grade, second and third grades, and fourth and fifth grades. Chapter 4 gives specific advice to teachers of young children, It identifies the goals of sex education, the need for adequate training, ways to create a positive climate for discussing sexuality, methods for handling group discussion, responses to teachers' common concerns, and suggestions for developing effective partnerships with parents. Chapter 5 gives specific advice to parents. It clarifies the role parents play as transmitters of values and presents a strategy for correctly interpreting a child's behavior and responding in a manner that conveys the parent's specific point of view about sexuality. (NB)

ED 338 951 CG 023 762

Hearings on the Reauthorization of Title 3(b) of the Anti-Drug Abuse Act of 1988: Drug Abuse Education and Prevention Programs for Runaway and Homeless Youth and Youth Gangs. Hearings before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Washington, D.C., July 18, 1991; Downey, California, August 2, 1991).
PUB DATE- 91
NOTE- 210p.; Serial No. 102-32.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; Drug Abuse; *Drug Education; *Federal Legislation; Hearings; *Homeless People; Prevention; *Runaways; *Youth Programs
IDENTIFIERS- *Anti Drug Abuse Act 1988; Congress 102nd; *Gangs; Reauthorization Legislation

This document contains witness testimonies from two Congressional hearings examining the reauthorization of Title 3(b) of the Anti-Drug Abuse Act of 1988 relating to the drug abuse education and prevention for runaway and homeless youth and youth gangs. Opening statements are included from Representatives Martinez and Fawell. Witnesses providing testimony include: (1) Donna Arey, Aftercare Program,

ED 338 970 CG 023 790

Mannison, Mary; Morris, June
Teaching Adolescents about Contraception.
PUB DATE- 91
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Curriculum; Curriculum Guides; Foreign Countries; Secondary Education; *Sex Education; Sexuality
IDENTIFIERS- Australia

Human relationships and sexuality programs are a relatively new part of school curriculums, and rely on volunteer teachers who believe that this kind of knowledge is important for students to have. This collection of background readings, teaching strategies, and learning activities is put forward to try to make those teachers' jobs a little easier. Chapter 1 provides a rationale for teaching adolescents about contraception. Chapter 2 contains a listing of articles that extend and strengthen the reasons supporting contraceptive education, and corroborate and expand on information incorporated into the learning activities chapter. Chapter 3 offers guidelines for classroom organization. The practical implications of cooperative learning strategies require changes in the seating and grouping of students, in student learning behaviors, in the teacher's role, and in the planning and presentation of learning activities. Chapter 4 contains getting-acquainted activities to help establish a cooperative and participative classroom atmosphere. The activities can occupy class time from 10 minutes to a whole period. They can be extended or shortened according to the teacher's timetable and the responses of the group. Chapter 5 contains learning activities ranging from simple to complex, including a contraceptive quiz. The activities are divided according to decision-making, contraceptive methods, and contraceptive choice. Resources, a glossary index, and space for collecting newspaper clippings are also provided. (LLL)

ED 338 971 CG 023 791

Austin, James F.
The Impact of School Policies on Noncustodial Parents.
PUB DATE- Mar 91
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (23rd, Dallas, Texas, March 19-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Divorce; Elementary School Students; Elementary Secondary Education; Family Structure; *One Parent Family; Parent Participation; Parent Role; *Parent School Relationship; *School Policy; Secondary School Students
IDENTIFIERS- *Noncustodial Parents

While estimates vary, between a third and a half of all children born in the past decade will experience living apart from one of their parents. This shift in family structure forces both the child and the noncustodial parent to make adjustments and develop new strategies to maintain their relationship. This study surveyed the policies of school districts of a midwestern state to determine their stated or implied practices concerning

ED 338 989 CG 023 810

Mitchell, Stephanie
Portland Peers Project. 1989-91 Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Middle Schools; *Peer Counseling; *Peer Relationship; Prevention; Program Effectiveness; Program Evaluation; *Substance Abuse
IDENTIFIERS- *Middle School Students; *Portland School District OR

This evaluation report describes a program designed to reduce substance abuse among students by establishing a comprehensive peer program in the middle schools (grades 6 through 8). The background of the project is reviewed, five important aspects of a peer helper program are listed, and three intervention strategies of peer assistance programs are discussed: peer management, peer tutoring, and peer helping. The program description focuses on three program features: (1) positive peer influence, peer helper activities, and communication strategies; (2) cross-age teaching activities on drug-specific and other topics to link middle school peer helpers to fourth and fifth grade students; and (3) increased parent involvement. Program goals, staff and resource support, student demographics, curriculum and curriculum materials, cross-grade facilitation, and parent involvement are discussed. A section describing the evaluation study discusses methodology and sampling techniques. An analysis of the findings focuses on program implementation, student attitudes, student achievement, attendance, referrals for assessment, staff perceptions, parent involvement and student perceptions. The conclusion states that the program demonstrated beyond question that the peer helper model offers a unique approach to alcohol and drug prevention in middle schools and has implications for curriculum and student services in general. Five recommendations are given, based on the findings of the evaluation study. Following the references, a set of risk factors for teenage drug abuse, the Peer Helpers Scale, and summaries of scores on the scale are appended. (NB)

ED 338 990 CG 023 811

Sullivan-Temple, Kara; Ravid, Ruth
Marvelous Me--Preschool Edition: Enhancing Self-Concept Development in Preschool Children.
PUB DATE- Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Preschool Children; Preschool Education; *Program Effectiveness; *Self Concept; *Self Esteem
IDENTIFIERS- *Marvelous Me (Preschool Edition)

Two studies were conducted to assess the effectiveness of the Marvelous Me--Preschool Edition (MM-PE) Curriculum Guide, a 12-Session program designed to enhance the self-concepts of preschool children. Study 1 involved 127 middle and upper-

ED 339 009 CS 010 746

Ridout, Susan Ramp
A Profile of Children Who Attend the Indiana University Southeast Reading Clinic.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Elementary Education; Higher Education; *Reading Attitudes; *Reading Centers; Reading Research; *Remedial Reading; School Surveys; *Student Attitudes
IDENTIFIERS- Indiana University Southeast

A study examined the attitudes of participants of the Indiana University Southeast's Reading Clinic in New Albany, Indiana. Subjects, who ranged in age level from first through ninth grades (although few were past the sixth grade in school) were asked to complete a questionnaire. Data were gathered over 4 years and 214 (98%) of the clinic participants returned completed surveys. Results indicated that: (1) the subjects believed their reading problems were not severe, although their parents' evaluations of their reading problems reflected lower ratings; (2) the subjects were enthusiastic about coming to the reading clinic; (3) about 70% of the subjects had library cards, enjoyed reading to themselves and to others, and had received books as gifts; (4) only about 75% of the subjects enjoyed listening to someone else read. Findings suggest that reading clinic supervisors should look at this information with hope. (Two tables of data are included.) (RS)

ED 339 010 CS 010 747

Henderson, Sally J.; Jackson, Nancy Ewald
Early Development of Language and Literacy Skills of an Extremely Precocious Reader.
PUB DATE- 30 Sep 91
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Case Studies; Early Experience; *Early Reading; Language Acquisition; Preschool Education; Reading Research; Standardized Tests; Test Validity; Toddlers
IDENTIFIERS- *Emergent Literacy; Writing Development

A case study documented the emergence of literacy in an extremely precocious reader between the ages of 2 years, 7 months and 3 years, 2 months. The case study examined the relation between the subject's oral language and reading development; the bases of his word identification; the relation between his reading and writing development; and whether the early development of a precocious reader's language skills shows exceptional strengths in areas found to be deficient in pre-dyslexic children. Data included observations made in the home, standardized test data gathered during the study period, and reports from the subject's mother (who had graduate training in the teaching of reading and encouraged the subject's reading) both before and after the study. Results indicated that: (1) while the subject performed poorly on phonological awareness and other metalinguistic items, his reading and spontaneous language use suggested achievement in at least some kinds of awareness of

ED 339 031 CS 212 944

Maylath, Bruce
With Fits and Starts: How Collaborative Learning Fares in the Hierarchical, Authoritarian University.
PUB DATE- Mar 91
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Learner Controlled Instruction; Power Structure; Teacher Attitudes; Teacher Student Relationship; *Writing Instruction; *Writing Teachers; *Writing Workshops
IDENTIFIERS- *Collaborative Learning; *Freire (Paulo); Student Led Activities

A writing teacher, troubled by the hierarchical, authoritarian design of his courses, restructured his writing classes to alter the dynamics of authority in the classroom. The idea was rooted both in Paulo Freire's writings and in the simple notion that students should be designing their own writing tasks. First, students brainstormed possible themes for their magazines. Then they divided up into editorial boards, within which they collaborated, first, in soliciting articles from other class members and, next, in designing, composing, and editing their magazines. In doing so each student fulfilled two roles: writer and critical reader. The teacher was left to coach and, through contractual grading, to keep track of students' progress. The results of this "publication workshop" approach were positive as students took delight in choosing their topics, approached the tasks of writing and editing with new energy, produced a fine final product, and even embraced topics such as race, class and gender without the coercion of their teacher. In a survey circulated among the program initiator's colleagures it was found, interestingly enough, that this approach, usually branded as "leftist" by teachers who still employed the old authoritarian methods, was also branded as "rightist" since, with no explicit reference to race, class, or gender, it lacked the requisite credentials of a leftist agenda. Other teachers felt that the workshop approach did not allow for the inclusion of materials and lessons which they deemed to be important. Despite the lack of trust that was revealed in many answers, and despite evidence that human beings generally do not really want to share authority, the publications workshop provides an opportunity to share power and experience such a model as the norm and as a reminder that oppression shall never be overcome by modeling oppression. (PRA)

ED 339 032 CS 212 945

Yonke, Jean Mullin
Sensitizing Students to the Dynamics of Race and Class.
PUB DATE- Mar 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 339 050 CS 507 625

Blue, Thomas R.; And Others
They're a Hard Act to Follow: Four Professors Who Make Them Laugh in Liberal Arts.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Environment; Higher Education; *Humor; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- Fort Lewis College CO

Four teachers at Fort Lewis College, Colorado, use humor to send messages which "leap frog" resistance to the new and different, and go directly to the preconscious. The power in these humorous conceptual leaps is that the entering information sticks to the anger and passions of the human psyche, thus fostering retention. Linda Mack, a music teacher and director of numerous choral ensembles, feels humor is important to keep the attention of her students, and to create good frames of mind. Reg Graham, a retiring marketing professor, uses humor to help students learn. Janet Jones, a new psychology professor, incorporates humor in an impromptu, spontaneous lecture manner. For history professor Duane Smith, humor enters his lectures as it comes and when it comes. For these professors, humor helps students learn. (RS)

ED 339 051 CS 507 626

Newton, Terry
Improving Students' Listening Skills. Idea Paper No. 23.
PUB DATE- Sep 90
NOTE- 5p.; For a related paper, see CS 507 627.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Higher Education; *Listening Comprehension; *Listening Habits; *Listening Skills
IDENTIFIERS- Saint Edwards University TX

Although listening has been shown to be the most frequent communication activity, and students desperately need listening training, the educational system usually ignores listening. After citing 10 bad listening habits which interfere with good aural communication and describing the characteristics of effective listeners, this paper offers 12 listening exercises that can be used by instructors in a wide variety of academic fields. Finally, the paper briefly describes a successful listening course taught at St. Edward's University in Austin, Texas, and its impact over the last 10 years. Thirteen references are attached. (PRA)

ED 339 052 CS 507 627

Goulden, Nancy R.
Improving Instructors' Speaking Skills. Idea Paper No. 24.
PUB DATE- Jan 91
NOTE- 6p.; For a related paper, see CS 507 626.
LANGUAGE- English

ED 339 070   CS 507 655

Hardy-Short, Dayle; Short, C. Brant
Fueling a Crisis: Public Argument and the 1988 Yellowstone Fire Debate.
PUB DATE- Feb 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Fire Protection; *Government Role; Higher Education; *Mass Media Role; Media Research; Metaphors; Natural Disasters; *Persuasive Discourse; Policy Formation; Public Policy
IDENTIFIERS- *Crisis Management; Government Citizen Relationship; *Yellowstone National Park

Debate surrounding the 1988 Yellowstone National Park fires provides material for a case study into the relationship between a crisis and public argument. Studies like this reflect the importance of a recent trend in higher education, namely, the analysis of environmental issues from different academic perspectives. In this case, analysis of regional and national newspapers during the fire period suggests that crisis can affect argument by: (1) becoming synergistic, fueling itself and expanding at a dramatic pace; (2) shattering apparent consensus and reinvigorating submerged levels of dissent; and (3) altering accepted standards of reasoning that had been collectively agreed upon prior to the crisis. Debate over the government's handling of the fires began with documentation of a crisis situation; the second stage involved attempts to manage public perception of the crisis; and the third stage involved public discussion of the policy used to manage the crisis. Public policy makers were able to replace appeals to the archetypal metaphor of death with the metaphor of rebirth. Acceptance of the latter created a picture of reality which allowed preservation of the "let burn" policy of the United States Forest Service amid criticism of that approach to the crisis. (SG)

ED 339 071   CS 507 656

Dimkpa, Prince
The Impact of Organizational Climate and Job Expectations on Black and White Managerial Job Satisfaction.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Blacks; Communication Research; *Job Satisfaction; Minority Groups; Multiple Regression Analysis; *Organizational Climate; Professional Training; *Racial Differences; Whites
IDENTIFIERS- *Job Expectations

A study investigated the impact of organizational climate and job expectations on black and white managerial job satisfaction, and the factors leading to job satisfaction for black and white managers in a retail outlet. One hundred twenty-four managers

ED 339 093 EA 023 463

Herman, Joan L.; And Others
Principals: Their Use of Formal and Informal Data.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 41p.; Graphs in Appendix C will not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Analysis; Educational Assessment; Elementary Secondary Education; Informal Assessment; *Information Needs; *Information Utilization; *Principals; *Research Utilization
IDENTIFIERS- *California

Findings from a study that explored the ways in which principals use information on school quality are presented in this paper. The effects of school level, years of administrative experience, students' socioeconomic status, and school performance are also examined. Methodology involved interviews and follow-up interviews with a total of 38 elementary, middle, and high school principals from 12 California school districts. Findings indicate that the most frequently used information source is school/classroom observation, and that test data are most frequently used to communicate with teachers and parents and to identify areas of instructional strengths and weaknesses. Recommendations are made for improving principal analysis of school data and communication with the public. Appendices contain the interview protocol, comment sheet, and survey data (8 graphs and 5 tables). (LMI)

ED 339 094 EA 023 464

Dietzen, Sandra
Surveys from Extant Records.
PUB DATE- Jul 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Elementary Secondary Education; Information Dissemination; *Information Management; *Information Needs; *Information Services; Information Systems; *Management Information Systems; Research Needs
IDENTIFIERS- *Austin Independent School District TX

Public school systems respond to a constant parade of requests from individuals or organizations who want to know details about the schools. The Austin Independent School District Department of Information Management has established formal procedures for analyzing all information requests. All requests for fiscal year July 1990 to June 1991 are described in this report (each request is described as to who made the request, what was requested, name of staff member handling the request, and the action taken). All survey requests are reviewed by an information services committee and sent to the Department of Information Management, where they are recorded and assigned to the appropriate staff member. Out of 147 requests received during the period, 73 received completed mailed responses, 8 were refused, 35 received no response, and 31 received research applications. The advantages of such a detailed analysis of requests are: most requests receive some response; a central file is created which can be used to handle future requests and

ED 339 116 EA 023 493

Rebarber, Theodor
Parent Enabling Policies for States. Better Education Through Informed Legislation Series.
PUB DATE- Jul 91
NOTE- 31p.; Joint project with the Vanderbilt University Educational Excellence Network.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Parent Education; *Parent Influence; *Parent Participation; Parent Role; *Policy Formation; *State Action; *State Programs

Parent enabling policies that have been initiated in five states are described in this report. In addition to the strong link between parental involvement and improvements in their children's educational performance, further evidence suggests that differences in child-rearing styles also affect child development and academic achievement. Policy reforms to enhance parent enabling are presented in three categories--parent involvement, direct parent counseling and education, and school choice plans. Policy initiatives in five states--Tennessee, Missouri, Arkansas, Minnesota, and Wisconsin--are described and a profile of one area private school is offered. A conclusion is that the state role in developing parent enabling policies is to strengthen and focus the parental role, rather than to replace it. Two tables are included. (14 references) (LMI)

ED 339 117 EA 023 494

French, Dan; And Others
Systemic School Change: A Comprehensive Approach to Raising Achievement and Keeping Students in School.
PUB DATE- Feb 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Dropout Prevention; *Educational Change; Educational Improvement; Elementary Secondary Education; Holistic Approach; Low Achievement; *School Restructuring; *Student Improvement
IDENTIFIERS- *Massachusetts

The concept of systemic school change as a comprehensive approach to raising academic achievement and preventing school dropouts in Massachusetts is summarized in this report. Following a description of systemic school change, reasons for adopting a systemic change approach are offered. Nine princples of systemic school change are provided, focusing on such matters as academic expectations; developmental needs; pervasiveness of change by grade level or by school or school district; student diversity; and change as a planned process. Common components of system school change initiatives are also presented. A conclusion is that rather than focusing solely on creating alternative and remedial programs for at-risk students, initiatives should include school improvement/restructuring efforts that are school-based, involve all school constituencies, and support the entire student population's learning needs. (34 references) (LMI)

ED 339 118 EA 023 495

ED 339 140 EA 023 576

Uerling, Donald F.
Controlling Access to Public Educational Facilities: The Nature of the Forum.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (Orlando, FL, November 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Citizen Participation; *Constitutional Law; *Educational Facilities; Elementary Secondary Education; Legal Problems; *Legal Responsibility; *Public Policy; *Public Schools; *School Buildings
IDENTIFIERS- *Access to Facilities

Legal issues in public use of educational facilities and property are examined in this paper, which focuses on the balance between government authority and individual rights of association and expression protected by the First and Fourteenth Amendments. The Supreme Court's use of forum analysis to determine whether the government's interest in limiting property use outweighs the interest of the public party as established in Perry Education Association v. Perry Local Educators' Association and Cornelius v. NAACP Legal Defense and Education Fund is discussed. Three types of forums are described: the traditional public forum; the public forum created by government designation; and the nonpublic forum. Fundamental issues--the nature of the activity, relevant forum, and restrictions to access--are also described. As a general rule, public education facilities should be available for appropriate public use. However, educational administrators should establish narrow definitions and equitable granting of access, implement clear policies and consistent practices, and recognize the impermissibility of viewpoint-based discrimination. (LMI)

ED 339 141 EA 023 577

Noonan, Maureen; Underwood, Julie K.
Curriculum Reform in Educational Administration: Fantasy or Frustration.
PUB DATE- Oct 91
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991). Data in Attachment 5 may not be reproducible due to small, filled-in type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education
IDENTIFIERS- *University of Wisconsin Madison

A comprehensive curriculum reform effort to improve the administrator preparation program at the University of Wisconsin at Madison is described in this paper. Stages in the shared, reflective review process are described, which include: (1) development of a conceptual schema based on Robert L. Katz's framework to identify program knowledge bases, skills,

ED 339 162 EC 300 772

Summit on the National Effort To Prevent Mental Retardation and Related Disabilities. Summit Proceedings (Washington, D.C., February 6-7, 1991).
PUB DATE- Feb 91
NOTE- 247p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Change Strategies; Child Health; Cooperative Planning; *Developmental Disabilities; Elementary Secondary Education; *Mental Retardation; *Prevention; Program Development; *Public Policy; *Socioeconomic Influences; State Programs; Statewide Planning

This document reports the proceedings of a summit to assess the adequacy of the U.S. effort to prevent mental retardation and related disabilities and to chart the course for future strategies to reduce the incidence and ameliorate the effects of these disabilities, particularly when caused by socioeconomic conditions. The document contains "Statement of Occasion: The Challenge" by Hugo Moser, a keynote address by Duane Alexander titled "A National Prevention Strategy for Addressing Conditions That Negatively Affect Mothers and Children," and an awards luncheon address by Louis W. Sullivan titled "Comments on the National Effort To Prevent Mental Retardation and Related Disabilities." The following papers are also included: "Impact of the 'New Morbidity' on Epidemiological Rates in Mental Retardation and Developmental Disabilities" (Godfrey Oakley); "Healthy People 2000 Objectives for the Nation--Impact on Persons with Mental Retardation and Related Disabilities" (Ashley A. Files); "A National Prevention Agenda Including the Institute of Medicine Study" (Allen Crocker); "A Model Approach for Preventing the 'New Morbidity': Implications for a National Plan of Action" (Alfred Baumeister); "Effective Strategies for Preventing Mental Retardation and Related Disabilities Associated with Socioeconomic Conditions" (Edward Zigler); "The Role of Developmental Disabilities Councils and Agencies in Planning for the Prevention of Mental Retardation and Related Disabilities" (Deborah McFadden); "Prevention Initiatives of the Administration for Children, Youth and Families To Address the Needs of Socioeconomically Disadvantaged Mothers and Children" (Wade F. Horn); "Support Services of the Maternal and Child Heath Bureau in Planning To Prevent Mental Retardation and Development Disabilities in Children" (Vince L. Hutchins); "Social Security Initiatives That Impact the Lives of Families at Risk and Reduce Children's Morbidity" (Gwendolyn S. King); "Rehabilitation Services Administration Options for Interagency Initiatives in Prevention and Rehabilitation" (Nell Carney); "Ameliorating the Effects of Mental Retardation and Related Disabilities in Aged Adults" (Joyce Berry); "NIDRR: Scope of Opportunity for Interagency Collaboration and Research in Mental Retardation" (William Graves); "Provisions of the Education of the Handicapped Act--Part H" (Michael E. Vader); "Office of Special Education Programs: Coordinated Service Delivery for a Changing Population of Students with Disabilities" (Judy Schrag); "The Impact of Substance Abuse and Teratogenic Factors on Child Development and Family Options" (Judy Howard); "Professional Preparation and Training To Meet the Needs of Mothers and Children with HIV Infection and AIDS" (Herbert J. Cohen); "'Return Us the Children'--Societal Prerequisites" (Travis Thompson); "Florida's Movement from Prevention Planning to Prevention Program Implementation"

ED 339 181 EC 300 792

Malouf, David B.; Pilato, Virginia H.
The SNAP System for Inservice Training of Regular Educators. Final Project Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 379p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; *Classroom Techniques; Database Design; Databases; *Disabilities; Elementary Secondary Education; *Expert Systems; Information Systems; *Inservice Teacher Education; Learning Strategies; Mainstreaming; *Needs Assessment; Postsecondary Education; Problem Solving; Program Development; *Regular and Special Education Relationship; Teaching Methods
IDENTIFIERS- Behavior Management

This report discusses a project to develop, test, and disseminate the SNAP (Smart Needs Assessment Program) system for needs assessment and inservice training of regular educators to work with students with disabilities. The SNAP system is an expert system that defines the training needs of individual teachers and links these needs with training experiences. The system's three modules provide: (1) background information on professional roles, special education students, and general approaches for mainstreaming; (2) information on approaches to improving reading, mathematics, and general learning; (3) information on behavioral and emotional management. The system helps the teacher to define his or her training needs and interests and recommends appropriate training materials from the approximately 175 items included in the system. This report describes activities during the third year of the project and includes a paper by V. H. Pilato and others titled "SNAP System End of Second Year Evaluation." One-page summaries of 125 learning strategies in the expert system knowledge base are provided. These learning strategies focus on such topics as encouraging students to speak up, improving reading comprehension with semantic mapping, graphic organizers, and teaching time using the whole clock method. One-page summaries of 54 behavior strategies (such as contingency contracting, learning stations, and attending to student feelings) are also provided. Also included are text versions of the learning strategy selector knowledge base, the behavior strategy selector knowledge base, and the batch files. (17 references) (JDD)

ED 339 182 EC 300 793

Fisher, Ramona A.; Collins, Edward C.
Tourette Syndrome: Overview and Classroom Interventions. A Complex Neurobehavioral Disorder Which May Involve Learning Problems, Attention Deficit Hyperactivity Disorder, Obsessive Compulsive Symptoms, and Stereotypical Behaviors.
PUB DATE- Apr 91
NOTE- 15p.; Adapted from a paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE- English

ED 339 201 FL 019 634

Aghbar, Ali A.; Tang, Huixing
Partial Credit Scoring of Cloze-Type Items.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cloze Procedure; College Students; English (Second Language); *Language Tests; Nouns; *Scoring; *Scoring Formulas; Second Language Instruction; *Test Items; Test Validity; Verbs
IDENTIFIERS- *Rasch Partial Credit Model

A study was undertaken to develop a partial credit scheme for scoring cloze-type questions on an English collocation test, obtain construct validity evidence for the test and the scoring scheme using the Rasch Partial Credit Model, and compare partial credit scoring with the more commonly used dichotomous scoring with the same test instrument. Subjects were 205 students of English as a Second Language at two colleges in western Pennsylvania. The instrument used tested mastery of verb-noun collocations such as "gain admission." Examinee responses were scored with both the partial credit scale and a conventional dichotomous scale. Statistical analysis of the scoring indicates that the partial credit scoring provides improved item discrimination and external validity, suggesting that it is more desirable both theoretically and psychometrically than the dichotomous method. (MSE)

ED 339 202 FL 019 644

Toury, Gideon
"Everything Has Its Price": An Alternative to Normative Conditioning in Translator Training.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Decision Making; Foreign Countries; *Interpretive Skills; *Language Styles; *Norms; Professional Training; *Socialization; *Translation

For translators to gain acknowledgement and recognition, they must acquire a set of translation norms. Norms are specific to sociocultural context, and at the same time are inherently changeable. Translators need to be aware of these characteristics. Because no translation training program can impart to students the whole complex of translation norms, even in a single culture, specialization has increased and the notion of social appropriateness in translation has been pushed aside. When trainees enter the real world of translation they must unlearn part of what they were taught and adjust to prevalent norms of appropriateness. What students are offered is generally only a series of directives for making translation decisions. Instead, students should be trained to consider what would be gained by taking a certain translation approach, what would be sacrificed, whether the gain is worth the loss, and whether there are alternatives with a better balance of gain and loss. Exercises to accomplish this objective include the following: (1) analysis of existing translations with no evaluative purpose in mind but to describe and explain them; and (2) translation in a particular style. This approach could

ED 339 222 FL 019 889

Tai Lieu Huong Dan Ve Van De Dinh Cu Tai Hoa Ky (Resettlement Guide: Vietnamese. A Guide for Refugees Resettling in the United States).
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 91
NOTE- 119p.; For other guides in this series, see FL 019 890-892.
LANGUAGE- Vietnamese
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Asian Americans; Compensation (Remuneration); *Cultural Context; *Daily Living Skills; Employment; Expenditures; Foreign Countries; Interpersonal Communication; *Land Settlement; Legal Problems; Occupational Mobility; Politics; Public Education; *Refugees; Religion; *Social Services; Sociocultural Patterns; Uncommonly Taught Languages; Vietnamese; *Vietnamese People

This resettlement guide, entirely in Vietnamese, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues in pre-arrival arrangements, resettlement, and legal status, also explaining some common refugee misconceptions about their reception and status. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility); income and expenditures (budgeting, shopping, and banking services); education systems for children and adults; the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship); and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days, and a list of voluntary agencies, are contained in final chapters. (MSE)

ED 339 223 FL 019 890

Resettlement Guide: Russian. A Guide for Refugees Resettling in the United States.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 91
NOTE- 125p.; For other guides in this series, see FL 019 889-892.
LANGUAGE- Russian
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Compensation (Remuneration); *Cultural Context; *Daily Living Skills; Employment; Expenditures; Foreign Countries; Interpersonal Communication; *Land Settlement; Legal Problems; Occupational Mobility; Politics; Public Education; Religion; Russian; *Social Services; Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Russian Americans; *Russians

This resettlement guide, entirely in Russian, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare

ED 339 242 FL 800 029

Adams, Susan W.; Lubold, Heather S.
An Intergenerational Approach to the English Language Usage.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- Jun 89
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Literacy; Cultural Awareness; *English (Second Language); *Immigrants; *Intergenerational Programs; Junior High Schools; Language Role; *Literacy Education; Middle Schools; Native Speakers; *Older Adults; Program Descriptions
IDENTIFIERS- *Russians

This report discusses an intergenerational project instituted in 1989 at the Jewish Community Center--JCCS David G. Neurman Senior Center in Philadelphia (Pennsylvania). The project is based on the idea that children and older adult immigrants could share a learning environment in order to meet specific language objectives. Project objectives and project events and results are discussed in detail. Appended materials include interview notes and other materials used in the program. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 339 243 FL 800 065

All Write News, Volume V, Numbers 1-6, 1988-1989.
PUB DATE- 89
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Critical Thinking; Employment Opportunities; *English (Second Language); Foreign Countries; *Literacy Education; Mathematics Instruction; Newsletters; Program Descriptions; Program Development; Second Language Instruction; Staff Development; State Legislation; *Student Attitudes; Student Evaluation; Student Participation; Teacher Student Relationship; Tutors; Writing Instruction
IDENTIFIERS- Boston Adult Literacy Fund; Denmark; Massachusetts

This document consists of 1-year's worth of a bimonthly newsletter containing news and information about adult literacy and adult basic education for practitioners. These six issues contain professional information, employment notices, and articles on the following topics: working in adult basic education; a conference on learner participation in adult education; English-as-a-Second-Language tutor training; student attitudes about adult basic education; intercultural communication; student evaluation; teacher exchange and observation; the Boston Adult Literacy Fund; alternative teaching and discussion techniques in the classroom; writing instruction; Danish adult education; choosing non-defeating tests; a method for teaching arithmetic; program-based staff development; student-teacher alliances; and Massachusetts legislative efforts. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 339 244 FL 800 139

ED 339 263 HE 024 068

Roberts, Dayton Young
The Elusive Quality in Higher Education--Intuition (Innovation).
PUB DATE- Mar 87
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; Classroom Environment; Cognitive Style; *College Administration; College Environment; *College Presidents; Higher Education; Individualized Instruction; Institutional Environment; *Intuition; *Leadership; Organizational Climate; Personality Assessment; Personality Measures; Personality Theories; *Personality Traits; *Self Concept
IDENTIFIERS- Jung (Carl G); *Myers Briggs Type Indicator

This "special report" is an alert for academic presidents interested in research findings on "Leadership Types". It is subtitled: "An Alert to the Potential for Enhancing Leadership Effectiveness by Personalizing the Administrative/Learning Climate." The paper describes the development of a teacher education program to equip teachers with clinical techniques and instruments to enable them to be more sensitive to their students. The program, operating out of Texas Tech University, is called "Personalizing the Learning Climate." The program uses the Myers-Briggs Type Indicator as a self-concept instrument, based on C. G. Jung's theory that there are two ways of perceiving and two ways of judging, accompanied by a preference for introversion or extraversion. Results of a study of 426 high-level college and university administrators, of which 34 were presidents, are summarized. The study found that 82% of the presidents were "Intuitive" types, whereas in the general population only about 25% are "Intuitive" types. The paper suggests that higher education administrators, the majority of whom already prefer to function in an intuitive right-brain style, begin to trust their intuition, and intuition must no longer be that elusive quality in higher education administration. An overview of the paper by William O'Connor, is appended, providing biographical information on Roberts, describing Roberts' research, and noting its applications in administration and teaching. (JDD)

ED 339 264 HE 024 382

Hearing on the Department of Education, Office of Civil Rights Policy on Student Financial Assistance. Hearing before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.
PUB DATE- 19 Dec 91
NOTE- 453p.; Serial No. 101-132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights Legislation; *Educational Policy; *Federal Aid; Football; Hearings; Higher Education; Minority Groups; *Racial Discrimination; *Scholarship Funds; *Student Financial Aid
IDENTIFIERS- Congress 101st; Department of Education; *Fiesta Bowl; Office of Civil Rights Guidelines

This transcript of a hearing addresses the Department of Education, Office of Civil Rights (OCR) policy pertaining to racially based school scholarships, in particular, an offer by OCR, announced the previous week, to review for Fiesta Bowl choice test items. PLATO users were remarkably consistent in their positive views about PLATO and in their tendency to view module content favorably. PLATO and PLM showed some AVC instructors and administrators how present instructional practices can be integrated with increasingly independent student learning. Existing staff attitudes that will inhibit or prevent genuine curriculum change were made more apparent. Greater staff commitment was seen as necessary to the success of any plan for change. (YLB)

ED 338 794 CE 045 981

Wilkosz, Joan R.
Achievement of Valued Ends through the Development of Human Potential: The Role & Responsibility of the Public Schools.
PUB DATE- 6 Dec 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986). Inside cover title differs: "The Relationship of Contemporary Models of Critical Thinking to Home Economics Education."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; Decision Making; *Decision Making Skills; Educational Philosophy; Higher Education; *Home Economics; *Home Economics Education; Public Schools; Secondary Education; Teaching Methods

At the present time there is increased emphasis on the need to teach critical thinking in schools. "Critical thinking" is proclaimed as the new answer to what ails the schools of the United States. The problem, however, is how does one define critical thinking, and even if a definition can be given, how does one teach it? The idea that it is important to teach students to think is not a new one in education, nor is it new in home economics. Each of the instructional orientations that has been espoused can be found in home economics education: the process-based, the subject-based, and the development-based. Increasingly, educators are exploring the dimensions of what might be called an ethical-based point of view. When choosing an instructional approach, however, one might ask questions such as the following in determining its appropriateness for home economics education: (1) what importance does the approach assign to the learning of process? of subject matter?; (2) what importance does the approach assign to the developmental qualities of the learner?; (3) what importance does the approach assign to the societal or cultural context of problem solving?; (4) what importance does the approach assign to addressing the practical problems of everyday life faced by individuals and families?; and (5) what importance does the approach assign to the unexpected, the "irrational," the unique? There are no answers, only more questions. But within this context, the appropriateness of certain approaches will be more evident. (KC)

ED 338 795 CE 051 083

Understanding Agriculture: New Directions for Education.
SPONS. AGENCY- Agricultural Research Service (DOA), Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 82p.
LANGUAGE- English

made regarding selection of vocational assessment instruments, in-service sessions, and use of vocational assessment information by vocational and special education personnel. (The brief report is followed by these appendixes: (1) a list of project advisory committee members; (2) results of a state-level survey to assess Texas guidance and counseling practices; (3) vocational assessment instrument information on 35 commercial instruments--multiple aptitude tests, interest surveys and inventories, adaptive behavior measures, and combined instruments and work samples--listing title, publisher, population, purpose and description, administration and scoring, scales/scores, norms, reliability and validity, comments, and cost; (4) interpretation and use of assessment data information in the form of the final, complete section as it appears in the handbook; and (5) information on establishing a counseling program designed to fulfill Carl D. Perkins guidelines.) (YLB)

ED 338 814   CE 059 445

Lamping, Robert
Full Time Vocational Education Programs for Dropouts. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 29 Jul 88
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; *Dropout Prevention; *Dropout Programs; Dropouts; *High Risk Students; High School Equivalency Programs; High Schools; Intervention; *Potential Dropouts; Remedial Programs; *Vocational Education; Youth Programs
IDENTIFIERS- Greater Johnstown Area Vocational Tech School PA; Indiana County Area Vocational Technical School PA; Indiana University of Pennsylvania

Indiana University of Pennsylvania provided a federally funded program at two area vocational technical schools (AVTSs) to alleviate the student dropout problem in northwest Pennsylvania. Two programs of different emphasis were arranged--a program for out-of-school youth aged 16 to 21 at Indiana County AVTS and a program for in-school growth at Greater Johnstown AVTS. The project was conducted from March through early June 1988, serving 90 youths. At the Greater Johnstown AVTS In-School Program, 84 youths were provided counseling services. The counselor initiated intervention assistance to students and parents and functioned as the students' advocate. Student attendance and academic performance improved. One student dropped out of school. There was an effective advisory committee and parent group of supporters. The Indiana County AVTS out-of-school program recruited 110 potential students; 16 were enrolled in 9 different vocational-technical areas of instruction. The program provided a counselor and hired a General Educational Development (GED) teacher. Students spent one-half day in a vocational shop and one-half day in GED instruction. Staff made home visits to ensure parental commitment and provided awards for attendance and achievement. Five students withdrew late in the program for job placement; 15 others were scheduled for the GED test. (Attachments include correspondence and forms used in the two programs.) (YLB) (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) basic carpentry procedures; (2) layout work; (3) footer and foundation walls; (4) floor framing; (5) wall framing; (6) roof framing; (7) roofing; (8) exterior finish; (9) insulation; (10) interior finish; (11) stairs; (12) energy-efficient construction; (13) special carpentry applications; and (14) employability skills. (KC)

ED 338 833 CE 059 523

Child Care Guidance, Management, and Service. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 34p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; *Child Care Occupations; Child Development; Child Development Specialists; Competence; *Competency Based Education; Day Care; Day Care Centers; Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains seven units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the child care guidance, management, and service field. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) safe, healthy learning environment; (2) physical and intellectual competence; (3) social and emotional development and positive guidance; (4) positive and productive relationships with families; (5) program responsive to participants' needs; (6) commitment to professionalism; and (7) employability skills. (KC)

ED 338 834 CE 059 524

Commercial Art. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 34p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Commercial Art; Competence; *Competency Based Education; Employment Potential; Entry Workers; Graphic Arts; High Schools; Job Analysis; Job Search Methods; *Job Skills; Occupational Safety and Health; Photography; Portfolios (Background Materials); Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education

follows: (1) a general guide to the development of trainer/organizer competency for the creation of effective small business training programs; (2) a guide to the basic competency requirements for developing training programs to stimulate the pre-start-ups; (3) a guide to the basic competency requirements for developing effective training programs to assist business start-ups; (4) a guide to the competency requirements for developing effective training programs to assist small businesses under 50 employees to survive and grow; and (5) a guide to the challenge to trainers and organizers of the single European market of 1992 and the competencies required to develop effective programs to help small firms cope with the transition. Each guide provides examples and cases of training programs in countries of the European Community (EC), and most include a short list of books, pamphlets, and other guides available in each country. A bibliography lists enterprise training materials available in EC Member States, with source contacts. (YLB)

ED 338 854 CE 059 550

Seeland, Suzanne
Equal Opportunities and Vocational Training--13 Years on. The Results of CEDEFOP's Programme for Women 1977-90.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Educational Needs; Employed Women; *Employment Patterns; *Equal Opportunities (Jobs); Females; Foreign Countries; Futures (of Society); Job Training; Males; *Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Fairness; *Vocational Education; *Womens Education
IDENTIFIERS- *European Centre Development of Vocational Training

This paper presents an overview of the Equal Opportunities and Vocational Training program of the European Centre for the Development of Vocational Training (CEDEFOP) from its inception in 1977 until 1990. In the first section, the report describes the legislation that spurred the equal opportunities and vocational training program and presents some comparative statistics showing the gains in women's employment for the years 1976-1988. The statistics show that in general, the percentage of women in employment increased from 2 to 12 percent for the various countries of the European Economic Community, although the unemployment rate among women remained higher than that of men in most of the countries. The second section of the report describes the new approaches in the field of vocational training developed by CEDEFOP. It shows that women and girls complete job training in "men's" fields as well as or better than men; however, few women have moved into such jobs. However, continuing training led to changes in activities and skills, positively changing women's attitudes to work and promoting a sense of corporate identity. The section provides a skills profile for equal opportunity counselors, describes training for women entrepreneurs, and describes programs for women in information technology and microelectronics. Finally, the section discusses the difficulty of evaluation of programs for women. In the third section, the report concludes that the vocational training program has been successful in opening up discussion and building bridges in the field of continuing training. Twenty footnotes conclude the report. (KC) adequacy of academic advising was the independent variable. The effect of three extraneous variables--gender, age, and type of employment--was also examined. An instrument was developed for the Tanzanians and then adapted with the Malawians. Individuals who earned a master's or doctoral degree in agriculture from a U.S. institution were identified in both countries and surveyed. Of the 99 surveys sent to Tanzanians, 86 were returned; 58 of 73 Malawians responded. Results were as follows: (1) U.S. graduate education in agriculture was more relevant to students' career goals than to their countries' national development goals; (2) presence or adequacy of academic advising did not affect perceptions of relevance; and (3) Tanzanians found their graduate education to be significantly more relevant to national goals than did Malawians. No significant differences were noted for gender and age. Type of employer did significantly affect perceptions. Two exhibits, 20 figures, 18 tables, 73 references, and 3 appendices (Tanzanian Sample Survey, Malawian Sample Survey, and Malawian Training Policy) are included. (NLA)

ED 338 873 CE 059 575

Rao, T. V.; And Others
Designing Entrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions.
PUB DATE- Jun 90
NOTE- 181p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Planning; *Entrepreneurship; Foreign Countries; Guidelines; Postsecondary Education; Program Content; *Program Design; *Program Implementation; Proposal Writing; *Skill Development; Vocational Education
IDENTIFIERS- Commonwealth of Nations

This resource book offers people involved in Entrepreneurial Skills Development Programs (ESDPs) in technical and vocational education and training institutions (curriculum developers, trainers, policymakers, and managers) tools to fashion a program that suits their specific environment. The two sections of the book are "Planning an ESPD" (chapters 1-4) and "Looking ahead to Implementation" (chapters 5-8). Chapter 1 discusses strategies for taking or responding to initiatives and offers guidelines for preparing a comprehensive proposal. Chapter 2 offers techniques for collecting basic information and promoting understanding of ESDP; it presents hints on setting up a design team, preparing a design plan, and preparing a budget. Chapter 3 contains guidelines for determining target groups and goals. Chapter 4 considers alternative structures and sequences of content. Chapter 5 offers guidelines on the possible range of ESDPs, a systematic outline of typical program content, and guidelines for selecting program content. Chapter 6 presents macro-level and institutional implementation strategies. Chapter 7 provides hints on incorporating an ESDP into the structure of technical institutions and administrative issues in accommodating and operating an ESDP. Chapter 8 contains strategies for monitoring and retracking, guidelines for evaluating and revising an ESDP, techniques for learner assessment, and points to note in an impact analysis. Appendixes provide samples of educational materials; case studies from India, Malaysia, and Papua New Guinea; a list of and Italy. Experience in Belgium shows that there are specific provisions for restoration works, whereas rehabilitation works are governed by the usual construction regulations. Firms that want to do restoration work register with various political bodies. Trends in that country point to a gradual increase in rehabilitation and restoration work and a demand for higher-level occupational skills. Masons, stone cutters, carpenters, roofers, and stucco workers predominated among categories of workers. In France, state intervention relates to the restoration of historic monuments and the rehabilitation of popular dwellings for which financial incentives are available. Many firms are active in rehabilitation but do not have specific competencies needed for this purpose, whereas firms in restoration are more tightly regulated. Rehabilitation currently is the top construction category in France, and new training is in the preliminary stages in schools there. The Italian study shows that an increasing percentage of the building there is also in rehabilitation, for which tax incentives exist. Most job training is on site. (KC)

ED 338 893 CE 059 651

Thomas, Larry D.; And Others
Basic Vocational Education Teacher Training Manual.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 90
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Course Content; Dropout Prevention; Educational Resources; *High Risk Students; High Schools; Learning Modules; *Lesson Plans; *Teacher Education; *Teaching Methods; Transparencies; Units of Study; Vocational Education; *Vocational Education Teachers

This instructor's guide consists of four modules teacher educators can use in preparing prospective teachers to teach basic vocational education students. The modules cover the following topics: (1) characteristics of basic vocational education students or students at risk for dropping out of high school; (2) program requirements of the basic vocational education curriculum; (3) characteristics of effective educational programs designed for at-risk students; and (4) vocational evaluation and vocational counseling. Each module contains the following: an introduction; terminal and enabling objectives; references; suggested lesson development, including presentation steps linked to activities and instructional notes; and handouts or transparency masters. (KC)

ED 338 894 CE 059 652

Hardy, Darcy Walsh
Vocational Education Distance Learning Delivery System. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 15 Aug 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Distance Education; *Educational Technology; High Schools; Program

Legislation; High Schools; Labor Market; *Needs Assessment; Postsecondary Education; Program Effectiveness; Program Evaluation; School Business Relationship; State Surveys; *Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Tennessee

Tennessee employers were surveyed regarding secondary vocational education as a source of entry-level employees and on their perceptions of issues in the Carl D. Perkins Vocational and Applied Technology Act of 1990. A survey instrument secured ratings for various types and levels of educational and governmental agencies. The population consisted of 680 employers identified by secondary vocational education teachers as employing recent program graduates; 383 responses were usable. Data were analyzed using the Statistical Analysis System; frequencies, percentages, and analysis of variance were conducted. Findings indicated that small- and large-size firms valued secondary vocational-technical programs as a source of entry-level employees above other sources; medium-sized firms valued postsecondary programs. The larger the firm, the more it valued other sources in addition to secondary education. The majority of small- and medium-sized firms valued a high school diploma most; larger firms valued two-year technical community college degrees most. Employers consistently rated secondary vocational-technical graduates over other entry-level employees. They valued secondary teachers and administrators more than postsecondary programs for working with employers to meet labor market needs. Respondents supported basic skill enhancement courses, entry-level academic skill standards, special education teachers teaching general employment skills, and reinforcement of general employment skills through academic courses for disadvantaged students. (Twenty-six references and the study instrument are appended.) (YLB)

ED 338 912 CE 059 696

Loeb, Laura E.
Caring for Caregivers: Addressing the Employment Needs of Long Term Care Workers. A Report.
SPONS. AGENCY- Retirement Research Foundation.
PUB DATE- Sep 90
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Employment Patterns; *Employment Problems; *Home Health Aides; Labor Conditions; *Labor Problems; *Labor Turnover; *Long Term Care; Needs Assessment; *Nurses Aides; Nursing Homes; Policy Formation; Postsecondary Education; Quality of Working Life; State Legislation; Work Environment

Research confirms anecdotal impressions of the following causes of high turnover among both home health and nursing home aides: low wages; inadequate benefits; excessive workloads; poor training, supervision, and working conditions; and job-related stress. Public policy initiatives can dramatically alleviate or exacerbate the crisis among long-term care workers. Such policies include cost control efforts of the past 5 years and recently enacted legislation to promote quality in nursing home and home health care. Most research done on long-term care workers has focused on home health aides. Future research should focus on the problems encountered by nursing home aides. A market area study of the nursing home work force and a study covaried age and transition status in their descriptions of male and female characters. Analysis of adult status ratings revealed that: (1) marriage was more determinative of adult status for female than male characters; (2) marriage enhanced adult status ratings of both female and male characters when other adulthood transitions had been accomplished; but (3) when other adulthood transitions had not been accomplished, marriage exerted a compensatory effect in status ratings for female, but not male characters. The results indicated that the transition to marriage was more determinative of perceived status in female than in male characters. (LLL)

ED 338 931 CG 023 742

Gilbert, Lucia Albino; Gram, Anita
Preferred Parenting Responsibilities and Community Supports in Moderate Income, Ethnically Diverse Dual-Earner and Traditional Families.
PUB DATE- Aug 91
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Community Support; Elementary Secondary Education; Employed Parents; *Family (Sociological Unit); Family Life; *Family Life Education; Fathers; Mothers; *Parent Responsibility; Parent Role; Public Schools; School Role; Sex Differences; Traditionalism

Recent societal changes suggest that images of motherhood and fatherhood are changing and that a model of contemporary parenting is emerging which reflects men's significant involvement in parenting and women's significant involvement in providing for the family economically. This study collected data pertinent to this emerging model by investigating perceptions of preferred parenting responsibilities and community-based supports for parenting in dual-earner families with children and a comparison group of traditional single-earner families. Ratings of preferred parenting responsibility and community supports in nine parenting areas, from an ethnically diverse sample of dual-earner and traditional families (N=244), provided equivocal results for the model. Although there was a high preference for men's involvement and community support, women and men preferred that women take more responsibility than men. When asked with whom they would prefer to share parenting responsibilities, by far the first choice was the public schools. The results have two particular implications for family life educators and policy makers. First, family life educators who are concerned with the development of parenting skills, both in adolescents and adults, cannot take for granted that parenting means mothering. Second, the moderate income parents in the sample appeared to expect a good deal from public schools, yet many schools lack the programs and financial resources to assist parents in all these areas. (Author/LLL)

ED 338 932 CG 023 743

Ryujin, Donald H.; And Others
Initial Findings Using an Alternative Assessment of Body Shape Preferences.
PUB DATE- Apr 91

Patchwork; (2) Eddie Banks, Washington D.C. Metropolitan Police Boys and Girls Clubs, and Clifton Johnson, program participant; (3) Jo Anne Barnhart, Administration for Children and Families, Department of Health and Human Services; (4) Jeanne Breunig, Los Angeles County Board of Education; (5) Barbara Broesamle, SaYes, Michigan Sanctuary, Inc., and Tara, program peer counselor; (6) Gary Clark, Gary Clark "Why Say No" Sports Camp and Youth Leadership Program, and Anthony Jones, who works with the program; (7) Bruce Coplen, Los Angeles County Interagency Gang Task Force; (8) Farley Cotton and Jim Nelson, At-Risk Youth Services City, Inc., Minneapolis, Minnesota; (9) David Dawley, National Center for Gang Policy of Washington, D.C.; (10) Nexus Nichols, National Network of Runaway and Youth Services; (11) John Peel, Los Angeles Youth Network, and Lynn Miller, program peer counselor; (12) James Smoot, graduate, Good Choices Program, Patchwork; (13) Steve Valdivia, Community Gang Services, Los Angeles, California and Mary Ann Diaz, former gang member; (14) Jamaal Wilkes, Smooth As Silk Inc., Los Angeles, California; and (15) Gary Yates, Division of Adolescent Medicine, Children's Hospital, Los Angeles, California. Prepared statements, letters, and supplemental materials are included throughout the document. (NB)

ED 338 952   CG 023 763

Williams-Robertson, Lydia
School-Community Guidance Center, 1990-91: Reaching for New Levels.
PUB DATE- Aug 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Delinquency; *High Risk Students; Intermediate Grades; *Nontraditional Education; *School Counseling; *School Guidance; Secondary Education; *Social Support Groups; *Student Problems
IDENTIFIERS- Austin Independent School District TX

This document describes the School-Community Guidance Center (SCGC), a center created by the Austin (Texas) Independent School District to provide support services for students assigned to the Alternative Learning Center (ALC) and the Gardner-Betts House (GBH) because of their contact with the juvenile justice system or their at-risk status. The introduction to the report explains the state legislation which authorized the creation of SCGCs. The program description section discusses the SCGC, the ALC Component, and the GBH Juvenile Detention Facility Component. Other sections examine the level system and three-tier removal system used at the ALC. ALC enrollment and student characteristics are described and program costs are reviewed. Following the bibliography are attachments which further explain the level system, the restructuring of the ALC, student offenses, and the population served by the GBH. Findings of a program evaluation are discussed, including the major findings that: (1) the level system appears successful in changing students' problem behaviors; (2) the level system has increased staff workload; (3) recidivism has decreased; (4) about one-third of ALC students could have been expelled or arrested for their offenses; (5) the district discipline reporting files are not being maintained and updated completely by many schools; and (6) more students are remaining at the ALC for more than one semester, which may strain the current staff unless the three-the noncustodial parent. Interview questions asked 77 school districts to reveal their policies for involving noncustodial parents in the educational program of their children, especially with those children experiencing academic problems. Results suggest that in almost one-half of the school districts surveyed, noncustodial parents are excluded from the educational process. A large percentage of school districts did not collect identifying information concerning noncustodial parents and the majority implemented their practices regarding noncustodial parents without written policy guidelines. The argument made by some school districts in support of their policies was that it was the responsibility of the custodial parent to share school information with the noncustodial parent. Another reason used by some districts was that information could be conveyed to the noncustodial parent by the child. Suggestions are offered to assist school districts in developing more innovative practices enabling them to take a leadership role in serving nontraditional families. (LLL)

ED 338 972 CG 023 792

Margolin, Edythe
Adolescent Women: Where Have They Been? Where Are They Going?
PUB DATE- Sep 91
NOTE- 19p.; Paper presented at the Women's Studies Annual Conference (5th, Bowling Green, KY, September, 26-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Females; *Futures (of Society); Individual Development; Parent Child Relationship; Role Perception; Trend Analysis

This paper emphasizes the crucial exchange between the future of women and the future of adolescent girls who are presumably trying to become successful women. In order to discuss the issues involved in helping young adults, this paper focuses on four themes: (1) adolescent girls and their mothers are confused about what adolescent roles are supposed to be in society today; (2) adolescents seem to sense a feeling of worthlessness and a lack of stamina in their own sense of guidance; (3) the lack of inner strength reinforces feelings of helplessness and anger in the adolescent; and (4) adults around the adolescent are as confused as their children, and the children are angry about that confusion. The paper contends that for the most part anger, frustration, and alienation fill the lives of many adolescents who cannot seem to find themselves and an inner direction to achieve a satisfying identity. It claims that in a complicated and technological society, adolescents need to know where they fit; they need to know they are valued and that they can make a contribution. The paper concludes that whatever the self-sufficiency, distance, alienation, and unreachable levels perceived in the adolescents' posture, it is not always reflective of what they deeply feel. They may be hoping that someone will rescue them from their own boredom. (LLL)

ED 338 973 CG 023 793

Before the Doors Are Locked: Effective Alternatives to Incarceration for Non-Violent Juvenile Offenders.
SPONS. AGENCY- Chicago Bar Foundation, IL.; Colman Fund for the Well Being of Children and Youth.
PUB DATE- Sep 91

middle class midwestern white students, mostly Jewish, from 10 classrooms in 1 nursery school and 1 day-care center. Study 2 involved 58 inner-city black preschool children in Chicago defined as academic at-risk. In both studies, the Purdue Self-Concept Scale for Preschool Children was used as pre- and as post-test. Parents and teachers completed the All About Me Evaluation Checklist after program implementation in both studies, and teachers of the experimental groups in study 1 completed a teacher questionnaire. In study 1, a comparison of experimental (N=72) and control (N=55) students on the pre- and post-test, and the gain from pre- to post-test scores, indicated no significant difference between the two groups. In Study 2, experimental students (N=30) had a significantly higher gain in MM-PE scores than did control students (N=28), although control students also gained from pre- to post-test, probably due to familiarity with the test and maturity. The main conclusion drawn was that at-risk preschool children possibly could benefit the most from a systematic intervention designed to enhance their self-concept. (Thirty-five references and six data tables are included.) (NB)

ED 338 991 CG 023 812

Vispoel, Walter P.; Austin, James R.
Children's Attributions for Personal Success and Failure Experiences in English, Math, General Music, and Physical Education Classes.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *Attribution Theory; English; Failure; Junior High Schools; *Junior High School Students; *Locus of Control; Mathematics; Music; Physical Education; Success

This study was conducted to compare causal attributions for success and failure response across four school subject areas (English, Mathematics, General Music, and Physical Education) using a "critical incident" methodology. Students (N=205) from a midwestern junior high school completed a questionnaire in which they identified important school-related failure or success experiences. After identifying specific experiences in each of the four subject areas, students responded to six-point Likert-type scale items designed to assess the relative importance of eight causal attributions: ability, effort, strategy, interest, task difficulty, luck, family influence, and teacher influence. Results from a series of analyses of variance, multiple analyses of variance, chi-square, correlational and factor analyses indicated that students' responses were outcome-, attribution-, subject area-, and task-dependent. Consistent with prior dispositional studies, the presence of a strong self-serving effect for attributional response and the absence of the bipolar attributional dimensions advocated by Weiner (1979) were confirmed. A unique finding was the altruism displayed by students in assessing the influence of significant others (teacher, family) on their success and failure experiences; that is, students gave credit to others for their successes, but refused to blame them for failures. The findings suggest that attributional response sounds and patterns within words; (2) the syntactic complexity of the subject's language, his mother's reports, and his ability to integrate both correct and scrambled letter strings were all consistent with the conclusion that the precocious development of phonologically based word identification skill is associated with superior working memory; and (3) the subject's information performance was consistent with group data suggesting only a modest relationship between reading precocity and semantic development. Findings suggest the importance of looking for target skills, not just supposed prerequisites, in evaluating precocious readers. (One figure and one table of data are included; 22 references are attached.) (RS)

ED 339 011 CS 010 748

Reading, Writing, and Reviewing: Helpers Promoting Reading.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *After School Programs; *Cross Age Teaching; Elementary Secondary Education; Program Descriptions; Program Implementation; *Reading Aloud to Others; Reading Material Selection; *School Age Day Care; Young Children
IDENTIFIERS- Reading Motivation

This guide is designed to help program leaders build into their child care and latchkey/after school helper programs a "Helpers Promoting Reading" program, in which adolescents read and review books with young children, thus improving the reading skills and attitudes of both groups, and responding to the developmental needs of early adolescents. The guide includes the details of five suggested seminar sessions which prepare the adolescents to carry out their helper role, as well as information on logistics, scheduling, and purchasing books. Appendixes include an annotated bibliography of 30 books for Helpers to read aloud; a list of references that offer information on high quality, multi-cultural, and gender inclusive books for adolescents; guidelines for selecting bias-free storybooks; advice for evaluation field trips, and awards ceremonies; and a form for registering comments. (RS)

ED 339 012 CS 010 749

Richardson, Marcia; And Others
Evaluation of Whole Language and Traditional Language Arts Instruction Using a Cloze-Procedure Test for Reading Comprehension.
PUB DATE- Oct 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Cloze Procedure; Grade 3; *Instructional Effectiveness; Language Arts; Primary Education; *Reading Comprehension; Reading Research; *Whole Language Approach

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black Stereotypes; Classroom Environment; *Cultural Differences; Higher Education; *Racial Attitudes; Racial Discrimination; *Reading Material Selection; Social Class; *Social Stratification; Student Attitudes; *Writing (Composition); *Writing Assignments; Writing Teachers
IDENTIFIERS- Writing Contexts

To prepare students to live in a diverse world, writing teachers must create a non-threatening environment in their classrooms and introduce the issues of race, ethnicity, and class in reading and writing assignments. One assignment that a writing teacher used successfully both in a writing workshop course for less proficient writers and in a course entitled "Writing: American Minorities" was a personally based essay in which the students discussed a racist, sexist, or unfair incident that they had experienced or witnessed. Students were encouraged to maintain a reasonable tone of voice throughout the essay to avoid alienating the reader. First drafts of the essays were edited by students without the same type of experience. Students were graded on the quality of their prewriting activities, peer editing, rewriting skills, and the final draft. Examples from student papers demonstrating the willingness of students to recognize racism both in themselves and in others and to reject the unfairness of racism are given. In addition to personally based compositions on race and class issues, writing teachers can sensitize students to the complexity of race and class diversity through literary texts. Realistic novels, short stories, and historical readings dealing with racial issues can enrich students' perceptions of the importance of race in U.S. history and culture. This writing assignment also works well in a course that uses a traditional anthology. (The essay assignment is attached.) (RS)

ED 339 033 CS 213 034

Byard, Vicki
Ideology in Writing Instruction: Reconsidering Invention Heuristics.
PUB DATE- Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Heuristics; Higher Education; Ideology; Language Role; *Rhetoric; *Rhetorical Invention; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Burke (Kenneth)

Modern writing textbooks tend to offer no heuristics, treat heuristics as if they do not have different impacts on inquiry, or take the view that heuristics are ideologically neutral pedagogies. Yet theory about language demonstrates that ideological neutrality is impossible. Any use of language in attempting to represent reality will inevitably privilege some aspects of reality and slight others, producing what Kenneth Burke has labeled "terministic screens." Clearly heuristics, as linguistic devices, are terministic screens, directing writers' attention, encouraging them to explore a topic through certain

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Communication Skills; Higher Education; Instructional Improvement; Speech Communication; *Teacher Behavior; *Teacher Improvement
IDENTIFIERS- *Communication Strategies

This paper argues that instructors can enhance the effectiveness of oral instruction through attention to both the verbal and nonverbal aspects of their teaching. After defining and offering 2 means of achieving effective speaking, the paper discusses how lecturers should analyze their delivery, and makes 32 recommendations for improving delivery, focusing on vocal problems, positive vocal strategies, use of body, and positive body delivery characteristics. Finally, the paper offers suggestions for putting the 32 recommendations into practice, specifically discussing identification of problems, delivery style, mental focus, and preparation. Fourteen references are attached. (PRA)

ED 339 053 CS 507 629

Adams, Scott
The Arkansas Debate of 1990: A Narrative View of Role.
PUB DATE- Oct 91
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Debate; Discourse Analysis; Higher Education; *Persuasive Discourse; *Political Campaigns; *Political Candidates
IDENTIFIERS- *Arkansas; Fisher (Walter); Political Communication; *Rhetorical Strategies

Scholars can learn much from analyzing discourse within a statewide political debate. A study used W. R. Fisher's theory of narrative rationality to analyze the first intra-party debate (April 16, 1990) between Republican candidates for Governor of Arkansas, Sheffield Nelson and Tommy Robinson, to ascertain the narrative rationality employed by each and the roles portrayed by each. A detailed examination of the question, answers, and closing statements of the debate, using R. P. Hart's method of role analysis, revealed that of Nelson's 188 statements referring to himself, the largest number fell into the category of performative action, followed by narrative action, then behavioral action and lastly emotional/moral action. Results further showed that of Robinson's 92 self-references, the largest number were in the category of narrative action, followed by performative action, then emotional/moral action, with behavioral action as the smallest category. Findings suggest that Nelson was able to play the successful chief executive officer, and by concentrating his self references in the behavioral category, was able to provide Arkansas voters a consistent picture of his plans for the future of the state. Findings further suggest that Robinson, with the bulk of his statements in the category of narrative action, was not able to promote his vision of the future of the state. (One table is included and 93 references are attached.) (PRA)

ED 339 054 CS 507 630

and assistant managers from a major public owned retail chain organization on the east coast responded to questionnaires. A T-test was employed to determine whether job expectations and satisfaction differed between the two racial groups. A multiple regression analysis was employed to analyze the data in order to test the predictors of job satisfaction. Results indicated that black managerial job expectations and job satisfaction were significantly lower than their white counterparts, and that what constitutes job satisfaction for black managers is significantly different from what constitutes job satisfaction for white managers. Findings suggest that black managers do not expect to be rewarded fairly, may not feel proud to identify with the organization, and may be significantly less satisfied than their white counterparts. Results also suggest that retail organizations may not be readying themselves for the multi-racial workforce of the future. These organizations will need better educated workers, many of whom will be minorities. (Author/PRA)

ED 339 072 CS 507 662

Austin, Erica Weintraub; Lang, Annie
Three Dimensions of Children's Attention to Messages: Mediation, Content, and Structure.
PUB DATE- Aug 91
NOTE- 41p.; Additional authors listed as: Brad Powers and Janine Sumner. Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, MA, August 7-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; Communication Research; Day Care Centers; *Listening; Mediation Theory; Sex Differences; *Television Viewing; *Young Children
IDENTIFIERS- Message Design; Message Perception; *Message Responses

A field experiment tested the effects of mediation, message difficulty and gender of message presenter on children's attention to messages. Seventy-seven children, ages 6 weeks to 5 years participated in the study. Children were observed as they watched messages delivered by a person either in real life or on television. Results indicated that except for infants, children paid more attention to men than to women overall, and to messages presented in person rather than mediated. Children paid more attention to women however, than to men, if a message was difficult both for real and for mediated messages, and even more so for mediated messages. The study underscores the need to study the interactive effects on children of all dimensions of messages (structural, mediation, and content). Three tables and 6 figures are included; 24 references are attached.) (Author/PRA)

ED 339 073 CS 507 666

Personal Communication. Special Collection Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 64p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

plan future data collection; and since a committee reviews and determines whether certain requests should be processed or denied, a consistency in judgment is possible thus providing a way to establish a needed priority on politically sensitive requests. A major disadvantage is that someone has to receive the requests, assign them, and follow up on each. (LMI)

ED 339 095 EA 023 465

Christner, Catherine; And Others
Priority Schools: The Fourth Year. Evaluation Findings, 1990-91.
PUB DATE- 91
NOTE- 180p.; Print in some of the attachments may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Schools; Economically Disadvantaged; *Educational Improvement; Elementary Secondary Education; *Neighborhood Schools; *Outcomes of Education; Program Evaluation; School Statistics; Urban Schools
IDENTIFIERS- *Austin Independent School District TX

In 1986-87, the school board of the Austin Independent School District approved an assignment plan that returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. To assure that these students received a quality education, a 5-year Plan for Educational Excellence was implemented. The 4th-year results of the plan in each of the schools is summarized in this report. Methodology involved analysis of reports and student test scores and surveys of principals, staff, and parents. Findings indicate that the district provided full-day prekindergarten classes, innovative funds, and extra support staff, and lowered the pupil/teacher ratio. Test scores showed improvement in priority school students' academic achievement. Other indicators of success included increased teacher attendance, favorable parent and staff attitudes, increased parent and community involvement, and implementation of a multicultural education program. Fifty-two figures are included. Attachments include a school climate/effectiveness survey, school standards reports, priority schools summaries, recommendations for student placement, discipline incidents, Adopt-A-School data, and parent survey results. A one-page executive summary precedes the text. (10 references) (LMI)

ED 339 096 EA 023 466

Jutras, Phillip F.
School Change from the Inside: Examining the Change Process in Schools.
PUB DATE- Nov 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Development; *Educational Innovation; Intermediate Grades; Junior High Schools; *Leadership; Middle Schools; *Organizational Development; *Theory Practice Relationship

The process of how innovations develop from ideas and as

Butler, Jocelyn A.; Gipe, Linda
School Improvement Network 1991 Directory.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 157p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Excellence in Education; Institutional Characteristics; *Networks; *School Based Management; *School Demography; School Effectiveness; *School Restructuring

Information about 299 schools working with the school-based management process "Onward to Excellence" (OTE) is provided in this directory. Each school entry includes a contact person and information about OTE status, school demography, and progress toward school goals and activities. A total of 176 elementary, 48 middle/junior high, 51 high, and 25 multilevel schools are featured, including a group of Department of Defense Dependent Schools in Panama, and schools in Colorado, Florida, Hawaii, Idaho, Mississippi, Montana, Oregon, Pacific Jurisdictions, Washington, and Wyoming. Three indexes, on effective schooling research practice clusters, practice clusters selected by schools, and goal and content areas selected by schools are also provided. (LMI)

ED 339 119 EA 023 500

Acosta, Veronica M.
Parental Involvement in Middle School AIDS Education Programs.
PUB DATE- Apr 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Controversial Issues (Course Content); *Curriculum Development; Grade 8; Junior High Schools; Middle Schools; *Parent Attitudes; *Sex Education

The purpose of this study was to determine parents' perceptions regarding acquired immune deficiency syndrome (AIDS) education information for their eighth-grade school children. Their perceptions were based on their responses to a questionnaire that included topics such as AIDS as a disease, how the virus is spread, incidence of AIDS among groups, preventive measures, what is safe, controversial issues, and the challenges for the future. These were derived from the Surgeon General's report on AIDS. A survey packet was mailed to 148 parents of eighth-grade children in a Midwest suburban middle school during spring 1989. The results of the survey indicated that most parents in the sample favored all topics as appropriate for their eighth grade school children. Further analysis indicated that seven topics which were related to sex and controversial issues showed 10 percent or greater of parent disagreement. A discussion of the findings reveals that parents are more supportive of sex-related AIDS education topics than they were with sex education a few years ago. The results of the study have implications for researchers, teachers, school administrators, and curriculum specialists. (24 references) (Author/RR) and attributes; (2) development of a three-sphere framework to examine curriculum content; and (3) "mapping the curriculum" to create a new core sequence. A conclusion is that benefits of preparing educational leaders outweigh the frustrations of the restructuring process. Attachments include the Katz conceptual framework, definition of terms, three-sphere framework, an example of "mapping the curriculum," and course proposal. (13 references) (LMI)

ED 339 142   EC 232 685

Arnold, Ellen
The Development of a Developmental, Annotated Time Line for Learning Disabled High School Students Planning To Attend College. Societal Factors Affecting Education.
PUB DATE- Jun 90
NOTE- 57p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College School Cooperation; Higher Education; High Schools; Information Sources; *Learning Disabilities; *Long Range Planning; *Transitional Programs; Workshops

An annotated time line to help learning disabled high school students and their families plan for and choose an appropriate college was developed. A review of the literature concerning the transition of learning disabled students from high school to college is presented as are results of interviews with college learning disability specialists, high school guidance counselors and special educators, and college admissions staff. The completed time line and associated worksheets were then distributed to area experts for feedback and revisions. Among 10 recommendations derived from the study are development of a symposium of local colleges and organization of a regional workshop for students, parents, and support staff. An 18-item bibliography is included. An appendix presents a workshop outline for high school juniors and their parents which includes the full time line. Fourteen appendixes to the workshop provide such information as: sources of information on programs for learning disabled students; support service availability; a self-evaluation profile; quesions to ask colleges; a data sheet for college selection; information on recordings for the blind and talking books; summer skill improvement programs; college admissions exams; the college admissions letter; financial aid; and a self-advocacy packet. (DB)

ED 339 143   EC 300 376

Sheridan, Susan J.
Educational Assessment of Students with Severe Mental Retardation: Parents--A Vital Partner in the Process.
PUB DATE- 22 May 91
NOTE- 61p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments

(George Schmidt); "Iowa Community-Based Low Birth Weight Prevention Pilot Project" (Roger Chapman); "Getting th

ED 339 163 EC 300 773

Greenwood, Reed, Ed.
Applying Technology in the Work Environment.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 90
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Case Studies; *Disabilities; Employment; Financial Support; Needs Assessment; Public Policy; Rehabilitation Counseling; *Technology; Vocational Adjustment; *Vocational Rehabilitation; *Work Environment

A series of papers is presented from two symposia sponsored by the Work Environment and Technology Committee and offered at annual conferences of the President's Committee on Employment of People with Disabilities. The 1988 symposium was called "Applying Technology in the Work Environment" and the 1989 symposium was called "Reasonable Accommodation through Technology." The papers provide diverse perspectives on issues concerning application of technology to the needs of workers with disabilities. The papers include: "The Consumer's Role in Job Accommodation" (James A. Kutsch, Jr.); "Rehabilitation Counseling and Technology Assessment for Job Accommodations" (Reed Greenwood); "Universal Design and Office Accommodations" (Susan Carter and Diane Patry); "Federal Accessibility Policy: A Tool for Advancing Innovation" (Susan Brummel); "High-Tech Homework" (Donna Walters Kozberg); "Rehabilitation Engineering Applications for Low-Back Pain and Other Disabilities" (Gerald Weisman); "Employment Technology Programs for People with Disabilities: Case Studies of Successful Fund Raising Approaches" (N. Jeanne Argoff); and "Innovative Technology for People with Disabilities: What Can Be, What Is, and What Will Be" (Sam McFarland). (JDD)

ED 339 164 EC 300 774

Simpson, Richard L.; And Others
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 53p.; For related document, see EC 300 775-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Behavior Disorders; Elementary Secondary Education; *Interdisciplinary Approach; *Intervention; Models; *Prevention; Resources; *Violence

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Attention Deficit Disorders; *Behavior Disorders; Classroom Techniques; Elementary Secondary Education; Hyperactivity; Learning Disabilities; Mental Disorders; *Neurological Impairments; *Student Characteristics; *Symptoms (Individual Disorders); *Teaching Methods
IDENTIFIERS- Obsessive Compulsive Behavior; *Tourette Syndrome

Tourette Syndrome is conceptualized as a neurobehavioral disorder, with behavioral aspects that are sometimes difficult for teachers to understand and deal with. The disorder has five layers of complexity: (1) observable multiple motor, vocal, and cognitive tics and sensory involvement; (2) Attention Deficit Hyperactivity Disorder; (3) obsessive-compulsive disorder or ritualistic behaviors; (4) stereotypical behavior; and (5) associated learning disabilities. Added to this is an emotional overlay of anxiety, fatigue, embarrassment, and depression. Classroom recommendations are presented for use in working with students exhibiting Tourette Syndrome, in the areas of environmental structure and planning, visual motor impairment, attention deficit disorder and impulse control, obsessive compulsive symptoms, cognitive and learning disabilities, emotional overlay, and testing considerations. (Seven references) (JDD)

ED 339 183 EC 300 794

Ray, Tip; Meidl, Diane
Fun Futures: Community Recreation and Children with Developmental Disabilities.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- Jan 91
NOTE- 16p.; Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adolescents; Children; Community Programs; *Developmental Disabilities; Leisure Education; *Normalization (Handicapped); *Parent Role; *Recreational Activities; *Social Integration

This booklet attempts to answer commonly asked questions of parents of children with developmental disabilities about how to get children active in community recreational activities. The questions focus on accessing recreational activities and settings that include children both with and without disabilities. The booklet notes requirements of federal and state legislation that programs and settings be open and accessible to persons with disabilities. Parents are encouraged not to limit their children to adaptive or special recreation programs. Examples are given of combining segregated programs with more inclusive leisure experiences. Parents are also urged to use the child's chronological (not mental) age as a guideline in selecting appropriate activities. Parental communication with program staff is stressed. Reasonable expectations of staff and transportation arrangements are also discussed. Contacting other service professionals, agencies, open students' eyes to the many possible translation norms. (MSE)

ED 339 203 FL 019 666

Christensen, Torkil
Student Attitudes to Non-Japanese Language Instructors in Japan.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Journal Articles (080)
DESCRIPTORS- *College Students; Foreign Countries; *Foreign Nationals; Higher Education; *Language Teachers; Private Colleges; *Role Models; School Surveys; *Second Language Programs; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *Japan

A 1984 survey of 830 students at 3 private colleges in Sapporo, Japan investigated perceptions of non-Japanese language teachers as role models (persons who are not actively seeking to alter the behavior of those around them) and social change agents (persons who actively attempt to initiate or serve as a catalyst in community improvement). The results were then compared with those of a similar survey of students in three language schools. The survey instrument consisted of 7 demographic questions, 28 attitude questions, and 1 essay question. The essay question asked about the positive and negative aspects of studying with a non-Japanese language instructor. Overall, the responses indicate that the non-Japanese language instructor provides a challenging and interesting learning experience that is welcomed by the students. Results did not vary greatly from those of the language school survey. The survey questions, in both Japanese and English, are appended. (MSE)

ED 339 204 FL 019 695

Gebhard, J. G.; Duncan, Barbara
EFL Teacher Education Curriculum Development as Inquiry: The Orosz Szakos Tanarok Atkepzesi Program.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the International Conference on Second Language Teacher Education (Kowloon, Hong Kong, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Continuing Education; *Curriculum Development; *English (Second Language); Foreign Countries; *Formative Evaluation; Higher Education; Inservice Teacher Education; *Language Teachers; Program Descriptions; Program Design; *Relevance (Education); Russian; Second Language Instruction; *Teacher Education Curriculum
IDENTIFIERS- *Janus Pannonius University (Hungary)

A discussion of language teacher education focuses on the importance of making formative curriculum evaluation and curriculum development an integral part of the teacher education program. The paper begins with a description of the Russian Teacher Reeducation Program in Hungary, at Janus Pannonius University, a rigorous inservice program for Russian refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues in pre-arrival arrangements, resettlement, and legal status, also explaining some common refugee misconceptions about their reception and status. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility); income and expenditures (budgeting, shopping, and banking services); education systems for children and adults; the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship); and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 339 224 FL 019 891

Approaches to the Management of Large Classes. Lancaster-Leeds Language Learning in Large Classes Research Project. Project Resettling in the United States.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 91
NOTE- 106p.; For other guides in this series, see FL 019 889-892.
LANGUAGE- Armenian
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Armenian; Compensation (Remuneration); *Cultural Context; *Daily Living Skills; Employment; Expenditures; Foreign Countries; Interpersonal Communication; *Land Settlement; Legal Problems; Occupational Mobility; Politics; Public Education; *Refugees; Religion; *Social Services; Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Armenian Americans; Armenians

This resettlement guide, entirely in Armenian, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues in pre-arrival arrangements, resettlement, and legal status, also explaining some common refugee misconceptions about their reception and status. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility); income and expenditures (budgeting, shopping, and banking services); education systems for children and adults; the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship); and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 339 225 FL 019 892

Resettlement Guide: Farsi. A Guide for Refugees Resettling in the United States).

D'Annunzio, Anthony; Payne, Paige E.
Whole Language Use in the English as a Second Language Classroom. Instruction Guide.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Gains; Adult Basic Education; Asian Americans; *Bilingual Teachers; Cambodians; Class Activities; Classroom Techniques; Educational Strategies; *English (Second Language); Immigrants; Instructional Effectiveness; *Language Experience Approach; Literacy Education; Spanish Speaking; Supervision; Teaching Guides; *Tutors; Whole Language Approach

This guide describes the Combined Instructional Approach to adult basic education in English as a Second Language (ESL) and offers procedures for its implementation. The approach uses literate bilingual tutors with little professional educational exposure to teach beginning reading instruction in ESL. A study of the feasibility of this method involved tutors and students from two groups, Cambodian refugees and immigrants and Spanish-speaking immigrants. Tutors transcribed stories narrated by the students, then followed standard language experience approach (LEA) procedures. Tutors were monitored by a reading specialist and provided with demonstrations and feedback to enlarge their repertoire of LEA skills. Practice in individualized reading was then offered to students. The experiment was found to be successful. The mean pre- to posttest gain for the Cambodian group was three grade levels in 5.5 months, and two grade levels for the Hispanic group in 4 months. Word recognition gains were significant for both groups, and larger for the Hispanic group. Both groups began at the non-English speaking level and achieved the level of a fluent English speaker in the fourth grade. Instructional procedures are outlined in some detail, with special attention given to getting started. A 16-item bibliography is included. (MSE)

ED 339 245 FL 800 203

Hood, Sue; Solomon, Nicky
Reading and Writing Assessment Kit. An ESL Assessment Kit for the Classroom. Stage One: Initial Learner Interview.
PUB DATE- 88
NOTE- 50p.; For Stage Two materials, see FL 800 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Admissions Counseling; Check Lists; *English (Second Language); *Evaluation Methods; Foreign Countries; Glossaries; Interviews; *Language Proficiency; *Language Tests; Oral Language; Reading Skills; Student Characteristics; *Student Evaluation; *Student Placement; Writing Skills
IDENTIFIERS- *Oral Proficiency Testing

This English-as-a-Second-Language (ESL) assessment kit was designed for use by teachers and program managers who are involved in the initial interview, assessment, and referral of students and who are responsible for placement of learners in programs and classes. Its aims are to help the interviewer to:

officials plans for a scholarship program named for Martin Luther King Jr. and a recently announced Department of Education policy statement on race-exclusive scholarships. Fiesta Bowl officials had announced scholarship contributions of $100,000 to each of the schools fielding a team in the annual college football game. OCR has interpreted the law to prohibit race-exclusive scholarships such as those which had been proposed by Fiesta Bowl officials because regulations prohibit recipients of Department of Education funds from denying, restricting, or providing different or segregated financial aid or other program benefits on the basis of race, color or national origin. After a brief opening statement by Committee Chairman Augustus F. Hawkins, witnesses testified representing such institutions as: American Council on Education, National Association of Independent Colleges and Universities, the United Negro College Fund, National Association for Equal Opportunity in Higher Education, United States Student Association, National Council of Persons. Included are prepared statements of the witnesses, correspondence relating to the OCR Fiesta Bowl announcement and the hearing, and the prepared statements of a few witnesses who did not testify in person. An extensive appendix includes a chronology of OCR documents relating to race-exclusive scholarships; and 29 newspaper, journal and magazine articles. (JDD)

ED 339 265 HE 024 876

Hand, Carol A.
Trends in Degrees Conferred at Georgia State University: An Analysis by Department and CIP Fields. Report No. 90-10.
PUB DATE- Oct 89
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Bachelors Degrees; *College Programs; Comparative Analysis; *Degrees (Academic); Departments; Doctoral Degrees; Higher Education; Longitudinal Studies; Masters Degrees; Trend Analysis; Undergraduate Study
IDENTIFIERS- *Georgia State University

This report presents information on the number of degrees conferred at Georgia State University over the 5-year period from fiscal year (FY) 1985 to FY89. Highlights of the report include the following: (1) in the College of Arts and Sciences the total number of bachelors degrees conferred has increased each year, reaching 670 in FY89; (2) in the College of Business Administration there was an increase in the number of bachelors and masters degrees conferred, and the bachelors level Computer Information Systems experienced a notable decline; (3) the College of Education experienced declines over time in the number of bachelors and masters degrees awarded; (4) in the College of Public and Urban Affairs the number of associate and masters degrees declined over the 5-year period, while the number of bachelors degrees increased over time; (5) for the entire university the total number of doctorate degrees awarded has been stable over time, and the number of masters degrees awarded has tended to fluctuate over time; and (6) across all colleges the total number of bachelors degrees conferred increased from 1,805 in FY80 to 2,170 in FY89. An appendix briefly discusses the creation of the classification of instructional programs. (Author/GLR)

ED 339 266 HE 025 038

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agricultural Education; Career Exploration; Community Involvement; Demonstration Programs; *Educational Change; Educational Research; *Program Improvement; Secondary Education; Student Organizations; *Teacher Education; *Vocational Education
IDENTIFIERS- *Agricultural Literacy

This report presents findings of a study to examine agricultural education at the secondary level and to make recommendations for program improvement. It focuses on the two major elements of agricultural education--agricultural literacy (education about agriculture) and vocational agriculture (education in agriculture). An executive summary sets forth the study's principal findings, conclusions, and recommendations. Chapter 2 discusses educational programs about agriculture for all students at the secondary school level with the goal of producing agriculturally literate citizens. Findings, conclusions, and recommendations are set forth in these areas: education about agriculture, teaching science through agriculture, teacher education and training, model programs, community involvement, and agricultural career exploration programs. Chapter 3 examines vocational agriculture education programs and explores recommendations for change. Specific focuses are program enrollment and availability, program content, supervised occupational experiences, Future Farmers of America, and teacher education. The appendixes review the evolution of agricultural education. (YLB)

ED 338 796 CE 051 445

Effective Assessment.
PUB DATE- Jul 88
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Evaluation Criteria; *Evaluation Methods; Postsecondary Education; *Prevocational Education; Student Certification; *Student Evaluation; Vocational Education
IDENTIFIERS- *Certificate of Pre Vocational Education; England

This bulletin deals with current assessment procedures for the Certificate of Pre-Vocational Education (CPVE) and discusses changes in CPVE assessment that are currently being considered by Great Britain's Further Education Unit. The first section discusses the reassessments of the CPVE profile's core competence statements and the CPVE preparatory modules that are currently underway. The pilot testing of CPVE optional assessments is also mentioned. The remainder of the bulletin is devoted to assessment in CPVE. The following topics are covered: the purposes of assessment; assessment principles; steps in effective assessment (extending the profile statements, specifying particular attainments or tasks, offering appropriate comments, and describing what a good piece of work would be like); assessment of vocational studies; assessment for progression (making portfolios more revealing and making local progression arrangements); and other Further Education Unit publications on assessments. (MN)

ED 338 797 CE 051 664

Montana State Plan for Vocational Education under Public Law 98-524, Carl D. Perkins Vocational Education Act of 1984. Fiscal

ED 338 815   CE 059 450

Tomezsko, Edward S. J.
Industry to Education Technology Transfer Program. Composite Materials--Personnel Development. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 15 Jul 88
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Industry; Air Transportation; Aviation Education; *Aviation Technology; Corporate Support; Curriculum Development; *Labor Force Development; *Polymers; Program Development; Program Implementation; School Business Relationship; Staff Development; *Technical Education; Technology Transfer
IDENTIFIERS- *Composite Materials

A composite materials education program was established to train Boeing Helicopter Company employees in the special processing of new filament-reinforced polymer composite materials. During the personnel development phase of the joint Boeing-Penn State University project, an engineering instructor from Penn State completed a 5-month, full-time resident training program in the Boeing plant in June 1988. The instructor received in-depth training in the basic skills of composite layup, cure, fabrication, and assembly. A categorized reference library was initiated based on information gathered during the residency. Future plans were for research, design, and field testing of courses for a composite materials technology program, both in a credit and noncredit format, and use of a variety of funding models to support the program's continuance, including personal expense, tuition loans and grants, tuition reimbursement by industry, and federal and manpower employment training programs. (Attachments and appendixes, amounting to over three-fourths of the report, include resumes, letters of support, background and general information on Boeing, information on composite materials, data on projected manpower needs, a chronological list of program highlights, and program schedule bar chart.) (YLB)

ED 338 816   CE 059 451

The Compact Project: Final Report.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Support; *Cooperative Programs; *Coordination; Corporate Support; *Dropout Prevention; Educational Improvement; *Education Work Relationship; Elementary Secondary Education; *High Risk Students; Job Placement; Job Training; Potential Dropouts; Program Descriptions; Program Development; Program Implementation; *School Business Relationship; School Community Relationship
IDENTIFIERS- *Compact Project (NAB)

The National Alliance of Business (NAB) surveyed the 12 sites that participated in the Compact Project to develop and

IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 16 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the field of commercial art. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) professional behavior; (2) safety procedures; (3) basic laboratory skills; (4) business forms; (5) basic drawing skills; (6) media exposure; (7) design; (8) hand lettering; (9) layouts; (10) production; (11) computer art; (12) screen printing; (13) specialized functions; (14) photography; (15) self-marketing; and (16) employability skills. (KC)

ED 338 835 CE 059 525

Cosmetology. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 26p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; *Cosmetology; Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 17 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the field of cosmetology. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) orientation; (2) dispensary operations; (3) sanitation; (4) scalp-care and hair-care treatments; (5) shaping hair; (6) styling hair; (7) permanent waving; (8) hair relaxing; (9) curl reformation for flat-cell and overly curly hair; (10) hair coloring; (11) hair lightening and toning; (12) manicuring and pedicuring; (13) facial treatments; (14) wig and hairpiece care; (15) reception duties; (16) salon management; and (17) employability skills. (KC)

ED 338 836 CE 059 526

Crop Producer. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 37p.; For related documents, see CE 059 517-542.

ED 338 855 CE 059 551

Prieto, Jose Maria; And Others
Support Policies for Business Start-ups and the Role of Training. National Reports from France, Italy, Spain, United Kingdom, and Synthesis Report.
PUB DATE- 91
NOTE- 291p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; *Business Administration Education; Employed Women; *Employment Programs; *Entrepreneurship; Federal Aid; Federal Government; Federal Programs; Foreign Countries; *Government Role; Job Development; *Job Training; Resources; Self Employment; *Small Businesses; Success
IDENTIFIERS- France; Italy; Spain; United Kingdom

This publication contains four national studies, conducted in Spain, France, the United Kingdom, and Italy, that collected data on the role of training as an element of support for business start-up and as an essential factor for the survival of newly established businesses. The study of the Spanish situation examines public and private bodies whose purpose is to encourage or support entrepreneurial initiatives. It outlines the history of the small and medium-sized enterprise over the last 10 years, examines failure rates and causes, and analyzes the profile of the new entrepreneur. The report on France examines instruments set up and managed by the government and local authorities over the past 10 years to encourage facilitating their access to resources. The report on the United Kingdom discusses the following topics: new enterprise creation, aid programs for start-up businesses, women's self-employment, training for business start-ups, and factors for success. The report on the Italian situation: (1) provides information on new business creation; (2) reviews national and regional measures that promote business creation; (3) describes available training for business creation; and (4) provides three successful cases of training for business creation: Law 44/86, the Umbria Integrated Manufacturing Program, and the Business Innovation Centre, Trieste. A synthesis report consists of four chapters dealing with the phenomenon of business creation, aid programs, courses offered by the training bodies, and the successful entrepreneur. (YLB)

ED 338 856 CE 059 552

Kraayvanger, G.; And Others
The Financing of Adult Vocational Education in the Netherlands.
PUB DATE- 90
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; *Continuing Education; Developed Nations; *Educational Finance; Educational Legislation; Foreign Countries; *Job Training; Postsecondary Education
IDENTIFIERS- *Netherlands

A study was conducted to document and analyze the financing flows and flows of people in adult vocational education in the Netherlands. The study sought to determine the following: (1) the activities geared to adult vocational education; (2) the

15 country case studies on ESDPs; and a list of institutions where the draft of this book was field tested. A 199-item bibliography is included. (YLB)

ED 338 874 CE 059 577

Education, Training and Work. Some Commonwealth Responses to Youth Unemployment.
PUB DATE- 88
NOTE- 247p.; Original document printed on colored paper which may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Apprenticeships; *Developing Nations; *Educational Development; Educational Objectives; *Education Work Relationship; Elementary Secondary Education; Employed Women; Employment Potential; Foreign Countries; Job Skills; Job Training; *Nonschool Educational Programs; Postsecondary Education; Science Education; Skill Development; Technological Advancement; *Vocational Education; Work Experience Programs; *Youth Employment
IDENTIFIERS- Botswana; Caribbean; *Commonwealth of Nations; Kenya; Seychelles; Zambia

This report documents programs linking education and work in the Commonwealth of Nations. It contains four parts: "Learning about Science and Technology Outside School: Project Review" (Keith Lewin, Roger Jones); "Education and Productive Work Linkages in the Formal and Non-Formal Educational Systems of the Commonwealth Caribbean" (Zellynne Jennings); "Learning about Science and Technology Outside Schools: Report on a Field Study in Kenya and the Seychelles" (John Oxenham); and "After Training, What?: Youth Training and Self-Employment in Botswana and Zambia" (Wim Hoppers). (NLA)

ED 338 875 CE 059 578

Coombe, Carol
Survey of Vocationally-Oriented Education in the Commonwealth.
PUB DATE- Jun 88
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Apprenticeships; Career Counseling; Cooperative Education; Curriculum Design; Curriculum Development; *Developing Nations; *Educational Development; Educational Finance; *Educational Objectives; Educational Resources; *Education Work Relationship; Elementary Secondary Education; Employment Potential; Females; Foreign Countries; *Job Skills; Job Training; National Programs; Policy Formation; Postsecondary Education; Skill Development; Teacher Recruitment; Technological Advancement; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Commonwealth of Nations

A survey of school-based vocationally oriented education in the Commonwealth of Nations was based on a series of reports from 42 countries at the primary and secondary level on policy formation, vocational offerings, skills training, and vocational initiatives. Two broad vocational program objectives predominate: trainability and employability. Countries organize their curricula based on their educational objectives and strength of commitment to diversification, the educational level, and the resources available. Vocational programs should

Attitudes; *Program Effectiveness; *Program Implementation; *Telecourses
IDENTIFIERS- University of Texas

A project was conducted to identify criteria and procedures for using a distance learning delivery system at the University of Texas TeleLearning Center to teach Health Occupations II to high school seniors. Another objective was expanding the current distance learning program for health occupations to include between 15 and 20 school districts. The audio-based distance learning program used a variety of innovative instructional techniques, including computer-assisted instruction, videotaped course content, clinical rotations, and other proven electronic techniques. Program staff included site facilitators, health occupations teachers, and clinical coordinators. Only one student was enrolled in the course, but the course was taught for the entire year with no major problems. The student rated both the class room and the clinical experiences highly, and the public also reacted positively to the program. Two other courses were also taught by distance education--Health Occupations I and Health Care Sciences. The project's other objective, however, to expand the current distance learning program to 15 to 20 sites, was not met. The number of sites remained at 10, with 5 others involved but not offering the courses. (KC)

ED 338 895 CE 059 658

Dillingham, John; And Others
A Study of the Aquaculture Industry in Texas to Assist in Establishing Aquaculture as a Course Offering in Agricultural Science and Technology. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 90
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Articulation (Education); *Curriculum Development; Educational Research; *Fisheries; Higher Education; *Job Skills; Marine Biology; Needs Assessment; Postsecondary Education; Secondary Education; State Surveys; Task Analysis; Textbook Evaluation
IDENTIFIERS- *Aquaculture; Texas

A 1989-90 project determined the knowledge and skills necessary for employment in the aquaculture industry. The study identified technical materials and other resources available in private industry and higher education institutions. Two surveys determined the status of aquaculture in Texas school districts and identified tasks performed by crawfish and catfish producers. Analysis of these surveys (of five crawfish producers and six catfish producers) showed that about one-half of the 50 task details of crawfish producers and over one-half of the 55 task details of catfish producers were performed on a daily, weekly, monthly, or yearly basis. Performance of all crawfish producer tasks and 53 catfish producer tasks was determined to be very important. Aquaculture research result from industry and higher education were reviewed, and aquaculture curriculum materials nationwide were evaluated. Textbooks tended to be very specialized and were written at college-level understanding and readability. The following recommendations were made: (1) preparation of an introductory curriculum; (2) planning of laboratory facilities; (3) use of an articulated curriculum development approach; and (4) of states' compliance with new aide training requirements would help fill this gap. Future research should focus on similarities between these two categories of workers, with a view to streamlining planning for future needs and funding. Demonstration projects testing the success of various intervention methods in alleviating the long-term care worker shortage should be tested. Public policy should encourage successful passage of state-level legislation to improve conditions for long-term care workers. (Appendixes, amounting to over one-half of the report, include recommendations to Congress on access to health care and long-term care, a transcript of a bill to amend title XIX of the Social Security Act pertaining to the pay of nursing personnel, 7 newpaper and journal articles, and a 15-item bibliography.) (YLB)

ED 338 913 CE 059 705

Johansen, Barry-Craig Paul
Individual Response to Organizational Change: A Grounded Model. Training and Development Research Center Project Number Fifty.
PUB DATE- Jun 91
NOTE- 170p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Adult Education; *Adults; *Change Strategies; Coping; Employee Attitudes; Employees; Interviews; *Models; *Organizational Change; Resistance to Change; *Responses

Twenty-nine members of a manufacturing organization were interviewed to learn how they identified, evaluated, and responded to what they perceived as significant changes in their organization. A grounded theory approach was used to analyze the interview transcripts. A model of the process of organizational change was constructed from emergent categories. It consisted of three time periods: anticipatory interval, event interval, and postevent interval. During the anticipatory interval, individuals scanned the environment to learn of future events. They discussed these events with others and evaluated them based on the following: (1) the probability that the event would affect them; (2) how much control they had over the event; (3) what they had to gain or lose because of the event; and (4) what resources they had to help cope with the event. Based on this anticipatory analysis, people engaged in actions to help them manage the stress created by the impending change and alter the course of the identified event. Twenty-four types of coping actions were identified. The length of the anticipatory and event intervals influenced the level of stress experienced. During the postevent interval, participants assessed effects of identified changes. Evaluations were based on four factors: (1) the effect the event had on participants' probability of being affected by future events; (2) amount of control participants had over future events; (3) what was actually gained and lost because of the change; and (4) perceived fairness of the event. (Appendixes include 76 references and the interview guide.) (Author/YLB)

ED 338 914 CE 059 706

Oboh, Aigbehi Henry
The Use of Training Needs Assessments in Business and Industry. Training and Development Research Center Project Number Forty-Two.
PUB DATE- Dec 90

NOTE- 13p.; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; *Body Weight; Bulimia; College Students; Evaluation Methods; *Females; Higher Education; Physical Attractiveness; Sex Differences

Due to concerns that body shape preferences contribute to eating disorders among women, a new method to assess observer preferences for female body shapes was devised. In prior studies women have preferred thin models, but men have preferred models of average weight. In Experiment 1, an underweight female model was photographed in a white top and jeans. Later, she was padded to match the measurements of an average weight model and rephotographed. A slide of either the thin or padded model was shown to two separate Introductory Psychology classes, the first with 26 students and the second with 18 students. Due to low numbers of women in one condition, the results for the female subjects were inconclusive. But, contrary to prior findings, male subjects tended to find the thin model to be more appealing. In Experiment 2, student ratings indicated that the model was not perceived to be of the sizes intended. While subjects significantly differentiated the average model from the thin and very thin models, they did not clearly differentiate between the latter two. Because of this, body shape preferences could not be analyzed. The findings pinpoint certain limitations in the method of assessment. All photographs of models need to be pretested. Also, the finding that men prefer thin over average weight women is contrary to prior findings and seems worthy of further study. (Author/LLL)

ED 338 933 CG 023 744

Reed, Trina L.
Pregnancy, Education, and Parenting: Evaluation Findings, 1990-91.
PUB DATE- Aug 91
NOTE- 39p.; For prior year evaluation, see ED 325 519.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Rearing; Day Care; *Dropout Prevention; *Early Parenthood; *Pregnancy; Program Effectiveness; Secondary Education; Secondary School Students

Support services for parenting teenagers which allow and encourage them to finish their education are a very real need that is only recently receiving greater attention. It is estimated that two thirds of all teenage mothers drop out of school. When these mothers do not receive the necessary basic skills to get a good job, many of these families end up on public assistance and remain there indefinitely. The Pregnancy, Education, and Parenting (PEP) program is designed to provide child care as well as other support services which help parenting students complete their education. Students in grades 8 through 12 who have a child under 3 years of age are eligible for PEP; 38 students participated in the 1990-91 program and all 38 were placed in a vocational home economics course (related to parenting and job preparation) plus five academic courses. The program objectives were met by the end of the 1990-91 school year with the exception of one: the child care was not yet licensed. Students took more initiative toward the end of the program in asking the staff questions about their tier removal system is used efficiently. (NB)

ED 338 953 CG 023 764

Smyer, Roxane
Key Issues in Education: Drug-Free Schools. 1990-91 Program Evaluation of Federally Funded Drug-Free Schools Programs.
PUB DATE- Jul 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Parent Education; Peer Counseling; *Prevention; *Secondary School Curriculum; Secondary School Students; Student Leadership
IDENTIFIERS- Austin Independent School District TX; Drug Free School and Communities Act 1986

The Austin (Texas) Independent School District (AISD) received monies to combat drug and alcohol abuse on its campuses through the Drug-Free Schools and Communities (DFSC) Act of 1986. Each year, programs funded and services purchased with these funds have changed. In 1990-91 most of the DFSC monies were used for these projects: the Secondary Student Leadership Development Program which consisted of 1-day workshops for secondary students; a Peer Assistance and Leadership (PAL) program at all high schools and five junior high/middle schools; a MegaSkills project offering training in parenting skills in the elementary schools; and Drug Abuse Resistance Education (DARE) which was offered to all fifth- and seventh-grade students. The results of an evaluation indicated: (1) there was no districtwide Prevention and Remediation In Drug Education (PRIDE) coordinator to oversee prevention activities; (2) on districtwide surveys, teachers and high school students ranked use of drugs and drinking/alcoholism as lesser problems in 1990-91 than in 1989-90; (3) compared to seventh graders surveyed statewide, fewer AISD seventh graders reported having tried alcohol and inhalants, but more students reported having tried tobacco, marijuana, and cocaine; (4) training for elementary parents was offered through the MegaSkills program, with almost two-thirds of elementary schools having a trainer on campus; and (5) students credited attendance at Secondary Student Leadership Development (SSLD) retreats with helping in the areas of leadership, confidence, decision making, and resistance to drugs and alcohol. (ABL)

ED 338 954 CG 023 765

O'Callaghan, J. Brien
Parenting by Automatic Pilot.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Motivation; *Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Materials; Public Policy

This guide on parenting suggests ideas and methods to build self-esteem, courage, decision-making, and loving which are so important to child success and happiness. The introduction notes that this book is written for what seems to be the majority of parents who, despite the availability of much writing and other information on the subject of parenting, are

NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Education; Criminals; *Delinquency; Delinquent Rehabilitation; *Rehabilitation Programs; Youth Problems
IDENTIFIERS- Illinois (Cook County)

Juvenile crime threatens the immediate safety and well-being of its victims. The cost of processing and punishing the offender takes money from more productive purposes. If the juvenile offender either continues a life of crime or otherwise drops out of the lawful economy, the cost to the community is a long-term burden. In the early 1970s, many states introduced programs for non-violent juvenile offenders. These programs included a measure of punishment and supervision coupled with opportunities for the young person to acquire skills to enter the legal work force. These programs are known as "alternatives to detention and corrections." The most effective programs are organized case management: one or two people take responsibility for the young person. The case manager makes sure that the programs are appropriate for the young offender, monitors the juvenile's progress, and generally ensures that the young person is doing what he is supposed to be doing and getting the help he needs. But these programs are not realizing their potential. There are no vigorous plans to expand them to a greater number of youth. As a consequence some youth are ignored until they have committed enough delinquent acts to get noticed. (This report describes programs for non-violent juvenile offenders in Cook County, Illinois, and how the programs could operate if there was commitment both to safety and to getting young offenders back into the legitimate job market.) (LLL)

ED 338 974 CG 023 794

Rice, Kenneth G.; And Others
Moderating the Effects of Negative Life Events in Late Adolescence: A Prospective Study.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 18 Apr 91
NOTE- 10p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Coping; Grade 8; Grade 12; *Life Events; Locus of Control; Longitudinal Studies; Psychological Characteristics; Secondary Education; Secondary School Students; *Stress Management; *Young Adults

Studies of child and adolescent life experiences have attempted to determine how certain situational and psychological factors interact to moderate the effects that stressful life events have on adjustment. In this study a prospective design was used to examine the effects of negative life events and locus of control on emotional well-being. A total of 43 boys and 53 girls were surveyed from 8th grade to 12th grade and 40 boys and 47 girls were surveyed from 12th grade to the young adult follow-up. Prospective analyses, controlling for prior adjustment, revealed no significant effects for stress, locus could not be generalized across subject areas or across specific tasks within some subject areas--most notably General Music and Physical Education. (Author/NB)

ED 338 992   CG 023 813

Vispoel, Walter P.; Wang, Tianyou
Self-Concept in the Arts: How Does It Fit into the Shavelson/Marsh Model?
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; *Dance; *Drama; Graduate Students; Higher Education; Models; *Music; *Self Concept; Undergraduate Students

This study explored how self-concept in arts-related areas could be integrated into Shavelson and Marsh's Hierarchical Model of Self-Concept. Undergraduate and graduate students (N=362) from a large midwestern university completed the Self Description Questionnaire III and a questionnaire assessing self-concept in music, art, dance, and drama. Confirmatory factor analyses and hierarchical confirmatory factor analyses were used to test a series of competing models based on previous studies by Marsh and Shavelson and other hypotheses. The results provided some support for Shavelson and Marsh's Hierarchical Theory of Self-Concept, but also highlighted weaknesses in the hierarchy. Consistent with prior research, most of the covariance among first-order factors was explained by the final hierarchy, and a third-order general self-concept factor was well-defined. Evidence also was obtained supporting prior findings that the second-order academic self-concept factor should be replaced by separate mathematics and verbal factors, and the second-order nonacademic self-concept factor should be replaced with separate physical/social and moral factors. An important new finding was that self-concept in the arts was best represented by a second-order factor on equal footing but distinct from academic and nonacademic self-concepts. One-half of the variance in the majority of first- and second-order factors was unexplained by higher-order factors in the model, suggesting that researchers and practitioners should continue to assess self-concept separately in different content areas. (Author/NB)

ED 338 993   CG 023 814

Green-Bailey, Patricia; McCluskey-Fawcett, Kathleen
The Role of Familial Stress in Personality Development of Older Adolescents from Divorced and Non-Divorced Families.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adult Development; College Students; Comparative Analysis; *Divorce; *Family Life; Family Problems; Family Structure; Higher Education; *Nuclear Family; *Personality Development; *Stress Variables; *Young Adults

This study examined the relationship of overall family conflict

IDENTIFIERS- South Dakota

A study investigated whether there was a relation between methods of language arts instruction and reading comprehension as measured by the Cloze-procedure. Subjects, 88 third-grade students in 4 classes (2 "traditional" and 2 "whole language") at 2 elementary schools in South Dakota, had their reading comprehension tested 6 months into the school year using a 35-item Cloze procedure. The two traditional teachers and the two self-taught whole-language teachers had identified themselves on a self-report measure of teaching strategies. Data from the comprehension test were analyzed using a t-test. Results indicated no significant difference between the reading comprehension of students instructed using traditional (basal reading) and whole language methods of instruction. (The teacher survey instrument, the checklist of classroom items normally found in a whole language environment, a sample Cloze-procedure passage, a sample of verbatim and acceptable answers, and a table of data are included.) (RS)

ED 339 013 CS 010 750

Merrell, Jean Groves
Let's Prepare--Not Repair--Our At Risk Students.
PUB DATE- May 91
NOTE- 7p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *Computers; Computer Uses in Education; Elementary Education; Family Involvement; *High Risk Students; Intervention; Program Descriptions; Reading Aloud to Others; *Remedial Reading; Word Processing
IDENTIFIERS- Reading Management

Project Earlybird assists at-risk students to anticipate the upcoming classwork and be ready for the lessons when the teacher presents them. The project is a before/after school program in which elementary students in grades 2 through 5 are given extra help with reading, mainly using computers. Elements of the program include: (1) raising students' self-esteem by allowing them special privileges with computers; (2) establishing an informal atmosphere as students learn new vocabulary, learn to use the word processor, practice keyboarding, and make banners and signs for themselves and the faculty; (3) keeping track of reading progress using a computer management system; (4) sending parents informational newsletters; (5) using a teacher-made series of home activities; (6) using volunteer senior citizen and grandparent listeners; and (7) having "celebrity" readers read to students. Project Earlybird prepares students for their lessons rather than "repairing" them with remediation after tests are taken. (A copy of a 3-panel brochure describing the program is attached.) (RS)

ED 339 014 CS 010 752

Gallagher, Michael P.; Lanese, James
Reading Study: 1989-90.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

particular perspectives rather than others. Paradoxically, their benefit is also their hindrance: they assist inquiry by directing students along some lines of inquiry, yet they simultaneously limit inquiry by excluding other possible lines of inquiry. Once writers recognize heuristics as ideologically bound, they must acknowledge that heuristics are not as interchangeable as their representation in textbooks suggest. An analysis and illustration of the ideologies of two heuristics, tagmemics and the pentad, using Burke's method of identifying and classifying ideologies, shows that heuristics do differ in what they consider at issue, and that those differences do affect what students will conclude about a subject. Rather than teaching students just one heuristic or implying to students that heuristics are neutral pedagogies (through flippant advice like "use whatever works") instructors should begin to teach heuristics more carefully, making their differences more explicit. (PRA)

ED 339 034 CS 213 070

Schmitt, Elizabeth W. B.
The "Proper Institutions": Social Reform and the Rachel Episode in "Work."
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; Females; Higher Education; *Social Action; *Social Change; *Social Values; United States History; United States Literature; *Victorian Literature
IDENTIFIERS- Alcott (Louisa May); *Prostitution; Work (Alcott)

In her novel "Work," through the character of Rachel and her story, Louise May Alcott confronts many of the issues facing both "fallen" women and the social reformers of her day. Rachel, one of the sisterhood of the fallen, becomes an instrument of social reform after having been the victim of the sham respectability of her employer. Some early 19th Century U.S. prostitution reform efforts viewed prostitution as a voluntary vice, attempted to redress the problem with religious indoctrination, and failed. A more pragmatic approach was taken by women reformers in the 1830s who tended to see prostitutes as victims of male misconduct rather than as wanton temptresses. These reformers openly challenged the economic disparity between men and women that often led to women's fall, and often articulated feelings of identification between themselves and prostitutes. The characters in "Work" involved in Rachel's story can be seen as embodying the existing attitudes towards the reform of fallen women, and the story shows that simple human understanding can succeed where empty sermons have failed. The idea of sisterhood in "Work" creates a force capable of positive social reform. Alcott's application of this idea to the treatment of fallen women provides a positive alternative to the Magdalen Asylums of her day. She demonstrates, through the relationship of Christie and Rachel, her belief that women must help each other in order to become "a league of loving sisters" ready to share in God's work and plan for the future. (PRA)

ED 339 035 CS 213 077

Adams, Scott
Whittle Communications and Channel One: Rhetorical Strategies of Innovation.
PUB DATE- Oct 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Closed Circuit Television; Communication Research; Educational Innovation; *Persuasive Discourse; Rhetorical Criticism; Secondary Education; *Television Viewing
IDENTIFIERS- *Channel One; Issues Management; New York; *Rhetorical Strategies

A study examined the message features that influence an innovation's acceptance by a mass audience. The study looked at three strategies of innovational rhetoric (denial of controversy, subtle criticism of existing institutions, and projection of a rhetorical vision) used by a commercial broadcasting company, called Whittle Communications in 1989, in an attempt to gain acceptance for the "Channel One" programming which Whittle was attempting to place into the New York State school system. Corporate discourse of Whittle Communications immediately prior to the June 1989 meeting of the New York State Board of Regents was examined to illuminate the use of innovative rhetoric as a response to a social institution's actions. Advertisements sponsored by Whittle Communications that appeared in "The New York Times" from June 7-15, 1989, were also analyzed. Results indicated that although the use of innovational strategies was not a total success for Whittle Communications, Whittle did, however, shape much of the public debate surrounding the issue of commercially sponsored news broadcasts in the nation's public schools, and says that it has persuaded 5,761 schools in 45 states to use Channel One. (Copies of the advertisements analysed and 63 references are attached.) (PRA)

ED 339 055 CS 507 631

Thompsen, Philip A.
Enhancing the Electronic Sandbox: A Plan for Improving the Educational Value of Student-Operated Radio Stations.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Broadcast Journalism; *Experiential Learning; *Faculty Advisers; Higher Education; *Journalism Education; *Programing (Broadcast); *Radio; Student Attitudes; Student Educational Objectives
IDENTIFIERS- *Student Operated Radio Stations

Many colleges and universities have student-operated radio stations, but in some instances these stations have

Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Audience Awareness; Class Activities; Communication Apprehension; *Communication Skills; Creative Dramatics; Debate; Elementary Secondary Education; Higher Education; *Interpersonal Communication; *Interviews; Listening Skills; Story Telling
IDENTIFIERS- ERIC Digests

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on interpersonal and intrapersonal communication, featuring selections on communication apprehension, debate, creative dramatics, storytelling, and listening skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 074 CS 507 670

Mass Communication. Special Collection Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 63p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Advertising; Class Activities; Communication Skills; Elementary Secondary Education; Ethics; Higher Education; *Journalism; Mass Media Role; *Mass Media Use; Newspapers; Organizational Communication; Television Viewing
IDENTIFIERS- ERIC Digests; Religious Broadcasting

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on the field of mass communication (including broadcast and print media, and products such as video tapes, audio tapes, compact disks, and records) and its connections with education. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; an information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 075 EA 022 738

Adams, Charles F.; Davison, Ronald G.
The Community Survey: A Basis for Policy Analysis and Planning.
PUB DATE- Oct 90

responses to needs within a middle-school setting is the focus of this study. The dynamics of influence and leadership behavior that contribute to two schoolwide innovations are examined. The study findings highlight the importance of strategic thinking and of the creation of integrating devices within the middle school structure. The focus on behavior and strategies that stimulated and guided ideas to implementation had several important results. Innovations that had clear student benefits and that were crafted by teachers developed momentum and attracted growing support. Further, the byproducts of innovation were often as substantial as the intended outputs. Included among the more significant byproducts of innovation in the two schools studied were increased psychological energy and a sense of individual and organizational learning. Teachers, in particular, report on their acquisition of new organizational (project management) and influence skills as unanticipated outcomes of innovation efforts. The cost of innovation in these schools is also noted as change produces tension and often polarizing factions. This must be anticipated and dealt with in order to bring about effective implementation. (15 references) (RR)

ED 339 097 EA 023 467

Gougeon, Thomas D.
Principal Leadership: Communication in a Changing Educational Milieu.
PUB DATE- Oct 91
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Communication Skills; Educational Environment; Elementary Secondary Education; Foreign Countries; *Interpersonal Communication; *Leadership; Leadership Training; Organizational Change; Organizational Climate; *Organizational Communication; *Principals
IDENTIFIERS- *Canada

Issues in improving administrator communication in response to changing conditions within the school environment are examined in this paper. A communication model of leadership as social control is presented, based on the variables of personal orientation and motivation. A conclusion is that administrators must be prepared to understand the perspectives of different referent groups within the school--stakeholders, people of different cultures, and both sexes. The recommendation is made for administrator preparation programs to provide a minimal knowledge base in organizational, interpersonal, and intercultural communication. Three figures are included. (31 references) (LMI)

ED 339 098 EA 023 468

Harris, Carol Elizabeth
Administering School Music in Three Canadian Settings: Philosophy, Action, and Educational Policy. An Overview.
PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Kingston, Ontario, June 2-5, 1991).
LANGUAGE- English

ED 339 120 EA 023 501

Davis, John; And Others
Emerging Issues in School Board Governance: Three Papers.
PUB DATE- Jun 91
NOTE- 51p.; Papers presented at the Annual Meeting of the Canadian Society for Studies in Education (Kingston, Ontario, Canada, June 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Governance; Language of Instruction; Second Languages; State Government; State School District Relationship; *Trustees
IDENTIFIERS- *Ontario

Three papers that examine emerging issues in school board governance comprise this document. The first, "The Changing Role of the Ontario School Trustee," by John Davis, explores changes in the amount of time spent by trustees in fulfilling their job responsibilities. Based on questionnaires and interviews with trustees, implications of changes in the trusteeship are discussed. The second paper, "Governance and Accountability: The Current Situation in Ontario," by John H. House, examines issues in the structure of school governance and in the trustee/school board relationship. "The Role of the Francophone School Trustee in Ontario," by Guy G. Tetrault, discusses the impact on the role of the trustee of legislation that extended Canadian Francophones' right to receive and control an education in French. References accompany each article. (LMI)

ED 339 121 EA 023 503

Short, Paul Myrick; Rinehart, James S.
Critical Reflective Thinking as a Means of Professional Development.
PUB DATE- Oct 91
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Cognitive Processes; *Decision Making; *Decision Making Skills; *Educational Administration; Elementary Secondary Education; Evaluative Thinking; Higher Education; *Problem Solving; *Thinking Skills
IDENTIFIERS- Auburn University AL; *Reflective Thinking

A model for fostering educational administration students' reflective thinking skills is presented in this paper. Based on a cognitive psychological framework, the reflection model is applied to a doctoral program in educational administration. Methodology involved analysis of 10 doctoral students' journals, which were year-long records of critical events requiring reflective decision making, to determine the influence of reflection on students' decision making skills. The higher level of language used by students in the spring quarter indicated an increase in the use of reflective thinking and more complex thinking about problem resolution. Five tables

(160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Check Lists; *Daily Living Skills; Elementary Secondary Education; Evaluation Methods; Job Skills; *Parent Participation; Psychomotor Skills; *Severe Mental Retardation; *Student Evaluation

This paper presents one approach to assessment of students with severe mental retardation, as implemented in the Harris County Department of Education in Houston, Texas. The paper views assessment as a strategic problem-solving process that acquires information vital for making programmatic suggestions. The benefits of parental involvement in the assessment process are emphasized. The bulk of the paper comprises detailed checklists for parents to complete to provide assessment information in the areas of: activities at home; activities for developing motor skills; vocational tasks; and academic skills needed for educational, domestic, community, recreation/leisure, and vocational environments. (35 references) (JDD)

ED 339 144 EC 300 377

Weber, Kathleen M.
Identifying and Remediating the Developmental Delays of Kindergarten At Risk Students through an Extended Day Program.
PUB DATE- Jul 91
NOTE- 51p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- After School Education; Auditory Training; Early Intervention; *High Risk Students; Kindergarten; Memory; *Motor Development; *Perceptual Development; Perceptual Motor Learning; Primary Education; Program Effectiveness; *Remedial Instruction; Skill Development; Spatial Ability; *Supplementary Education; Teaching Methods; *Visual Discrimination
IDENTIFIERS- *Developmental Delays

A program was developed for six kindergarten students identified as at risk because of developmental delays. The program involved an hour of instruction after the regular school day, 2 days a weeks for a 10-week period, with a curriculum focusing on visual, auditory, and motor development. Specific skill areas included visual motor coordination, auditory discrimination, gross motor coordination, perceptual constancy, auditory memory, laterality-directionality, visual discrimination, ocular-motor coordination, position in space, auditory sequence, visual sequence, and fine motor coordination. A pre/post-test indicated the effectiveness of the program. A survey of parents also resulted in positive feedback concerning the program. Appendices contain a teacher observation form, a letter to parents, and a parent evaluation form. (10 references) (JDD)

ED 339 145 EC 300 755

Heiner, Donna
Alternate Keyboards: Technology User in the Classroom.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

This booklet provides a synthesis of the literature and practical suggestions on dealing with violence and aggression in the schools. It is designed to help educators develop the skills to become more competent in preventing and responding to aggressive and violent acts. Particular attention is given to application of a transdisciplinary model. The first two sections provide an introduction and synthesis of relevant practitioner-oriented research, including background information on aggression and violence as well as programs and procedures for responding to these problems. The third section focuses on implications for program development and program administration, specifically program ownership, transdisciplinary team member roles, flexible departmentalization, and supportive attitudes. The fourth section provides recommendations for teachers and administrators who work with students who are aggressive and violent, such as facilitating parent involvement, using the case manager system, and establishing a student advocacy program. The final section lists professional literature, advocacy organizations, professional organizations, and programs to help professionals. (90 references) (JDD)

ED 339 165 EC 300 775

Warger, Cynthia L.; And Others
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 55p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Child Abuse; *Child Neglect; *Disabilities; Elementary Secondary Education; Intervention; *Prevention; Program Development; School Role; Teacher Role

This booklet reviews the literature and offers practical suggestions for dealing with exceptional children who are, or are suspected of being, abused and neglected. It describes what is known about child abuse in general and then as it specifically relates to children with disabilities. It examines factors associated with abuse and outlines implications for practitioners and implications for program development and administration. It also offers strategies to assist educators in combating abuse in their schools. The booklet concludes with a list of 85 references and 40 resource organizations. (JDD)

ED 339 166 EC 300 776

Caldwell, Terry Heintz; And Others
Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 67p.; For related documents, see EC 300 774-784.
LANGUAGE- English

and advocacy organizations is also recommended. (DB)

ED 339 184 EC 300 795

Ray, Tip
SCOLA Leisure Activity Fun Guide.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- Apr 91
NOTE- 61p.; Best available copy. Print in highlighted boxes will not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Community Programs; *Disabilities; Individual Development; Interest Inventories; *Leisure Time; *Normalization (Handicapped); Parent Role; Program Development; *Recreational Activities; Secondary Education; Self Evaluation (Groups); *Social Integration

Intended for parents, school personnel, and leisure staff, this booklet outlines ways a community can overcome obstacles that keep youth with disabilities from enjoying their leisure. First the nature of leisure is considered and a self-evaluation questionnaire is presented. Consideration of leisure in the lives of teenagers with disabilities stresses the value of their inclusion in the same experiences as classmates without disabilities. It is noted that, unfortunately, the typical leisure of such youth does not center on personal choice, friends, and fun but is controlled by others and involves segregated settings. Examples of inclusive activities and suggestions for inclusion of recreational goals in the student's Individualized Education Plan are offered. A simple recreation interest survey for students is given. A six-step action plan to increase inclusion of young people with disabilities is detailed and includes: (1) form a community leisure advisory committee; (2) enlist support of a community leisure planner; (3) involve parents and care providers; (4) train leisure service staff; (5) assist students to be self-advocates; and (6) show that "it works." Also given is a simple eight-step plan to facilitate inclusive leisure experiences. Additional questionnaires provide for comparison among activities, student activity evaluation, and organizational self-evaluation. Includes five references and three recommended resources. (DB)

ED 339 185 FL 018 470

Hirsch, Bette
Languages of Thought: Thinking, Reading, and Foreign Languages. The Thinking Series.
PUB DATE- 89
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; English (Second Language); Evaluation Methods; Hebrew; High Schools; *Language Role; Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Strategies; Second Language Instruction; Second Language Learning; Transfer of Training;

language teachers. A 2-week intensive summer component was designed initially by talking with Russian teachers, Hungarian and American administrators, and a Hungarian professor and students and by studying reference materials and the grant proposal. As the process of developing, delivering, implementing, and evaluating the curriculum progressed, formal inquiry continued through discussion and conferences, interviews, and observation. The learner-centered approach used in the summer curriculum was extended into the fall program component. It is concluded that the use of ongoing inquiry into the effectiveness and appropriateness of the teacher education curriculum, with resulting information incorporated into the program immediately, is valuable for making informed curriculum decisions, improving relevance, widening teacher horizons, opening channels of communication, and creating a learning process for the teacher educator. A 23-item bibliography is included. (MSE)

ED 339 205 FL 019 697

Kruger, Alet
Translating Metaphors Functioning as Characterisation Techniques in Narrative Fiction.
PUB DATE- 91
NOTE- 19p.; Paper presented at the Language International Conference on Teaching, Translating, and Interpreting (1st, Elsinore, Denmark, May 31-June 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Afrikaans; *Comparative Analysis; Discourse Analysis; English; *Fiction; Higher Education; *Interpretive Skills; Linguistic Theory; Literary Criticism; *Metaphors; Models; Novels; Professional Training; Theory Practice Relationship; *Translation; Uncommonly Taught Languages
IDENTIFIERS- *Fielas Child (Matthee)

A discussion of the translation of fiction focuses on metaphors in the speech of characters. Illustrations are drawn from an Afrikaans novel, "Fiela se kind" ("Fiela's Child"), translated into English by its author, Dalene Matthee. It is argued that if the interdependence of the intratextual components of narrative texts is not taken into account in translation of metaphorical expressions, characters can be altered substantially. An adapted model for translation quality assessment and structural models of narratology are proposed for making contrastive analyses of the same character in the source- and target-language texts. In the analysis performed in this paper, the role of metaphorical expressions is examined first and a theoretical framework and terminology for their analysis and interpretation are then outlined. Finally, specific translation examples are discussed. It is concluded that inadequate translation of idiosyncratic metaphors has both semantic and communicative implications for the target-language text, causing it to lack the semantic density of the source text and to lose meaning. This method of analysis is suggested for translator training, particularly in relation to translation of fictional characters' speech. A 21-item bibliography is included. (MSE)

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 91
NOTE- 158p.; For other guides in the series, see FL 019 889-891.
LANGUAGE- Persian
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Compensation (Remuneration); *Cultural Context; *Daily Living Skills; Employment; Expenditures; Foreign Countries; Interpersonal Communication; *Land Settlement; Legal Problems; Occupational Mobility; *Persian; Politics; Public Education; *Refugees; Religion; *Social Services; Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Iranian Americans; *Iranians

This resettlement guide, entirely in Farsi, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues in pre-arrival arrangements, resettlement, and legal status, also explaining some common refugee misconceptions about their reception and status. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility); income and expenditures (budgeting, shopping, and banking services); education systems for children and adults; the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship); and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 339 226 FL 019 904

French as a Second Language Program 1984-1985. Bulletin No. 1536, Revised.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *Educational Objectives; Elementary Secondary Education; *French; Higher Education; Immersion Programs; International Studies; Interviews; Language Proficiency; Language Skills; Language Teachers; Language Tests; Program Design; *Second Language Programs; *State Standards; Study Abroad; Teacher Education; Verbal Tests

Louisiana's elementary school French second language program is described. An introductory section gives background information about program history. The second contains a statement concerning the foreign language crisis in American education, written to be used as a public awareness presentation. Section 3 outlines the state's overall program goal and objectives for instructional time, cultural education, and evaluation to meet that goal. A program description, in section 4, includes an overview, notes on administrative organization and responsibilities at several administrative levels, guide to the

(1) identify the relative priority of reading and writing in the learner's language learning program; (2) allocate to all learners a learner type description (LTD), which represents levels of oral proficiency and is an indication of reading and writing needs; and (3) place learners in more appropriate groupings or indicate to teachers the kinds of reading and writing needs and priorities that they are likely to encounter in their classes. The outcome is an LTD that will be recorded as part of the profile of learners attained at the initial interview. Section A of the kit, "Assessment Procedures," contains the following: a list of LTDs and a checklist to help ensure that the relevant information is collected; suggested questions to help elicit information; and reading and writing tasks that may be needed at times in order to make decisions on LTDs. Section B, "Support Materials," contains an explanation of why certain criteria are important, a list of information that is already collected on the AMES Client Assessment Form, and further questions to ask students. Sample student forms are provided in 15 languages, and a glossary is included. (LB)

ED 339 246 FL 800 204

Hood, Sue; Solomon, Nicky
Reading and Writing Assessment Kit. An ESL Assessment Kit for the Classroom. Stage Two Core Kit and Support Materials.
PUB DATE- 88
NOTE- 135p.; For a related document, see FL 800 205.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Diagnostic Tests; *English (Second Language); Foreign Countries; Glossaries; *Language Tests; Literacy Education; *Reading Tests; *Test Construction; Testing; *Writing Tests

The kit is designed for use by Australian classroom teachers of English as a Second Language (ESL) interested in more detailed diagnoses of their learners' needs for reading and writing instruction, from beginning to advanced levels. It can be used at the outset of or during a course of study to give a detailed assessment of the learner's reading and writing skills and strategies, and to help teachers define appropriate learning objectives and evaluate learning. The core kit presents a brief rationale, descriptions of seven learner proficiency levels, separate outlines of suggested specific tasks and procedures for reading and writing assessment, and forms for recording information. The reading assessment section provides a list of possible reading tasks to be used in assessment, identifies reading skills and strategies used by readers, offers recommendations for test administration, including skills to watch for, and lists possible teaching objectives. The writing assessment section has a similar format. Each section includes a student assessment profile form. A glossary is also included. The support materials supplement the core kit by explaining more fully how assessment tasks can be selected, analyzed, and interpreted, and provides models of the assessment procedures. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 339 247 FL 800 281

Oxenham, John; French, Edward
Universities and Adult Literacy in South Africa: An Exploration of Their Relationship.

The State's Reliance on Non-Governmental Accreditation: Part Two. A Report to the Legislature in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989).
PUB DATE- Apr 91
NOTE- 58p.; For part 1, see ED 312 972.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Agency Cooperation; Comparative Analysis; Higher Education; Institutional Evaluation; Policy Formation; *Private Agencies; State Legislation; State Standards; State Universities
IDENTIFIERS- California State Postsecondary Education Comm

This report addresses how, and to what extent, institutional accreditation might be utilized in lieu of part or all of the State licensing review. During 1989, the State enacted legislation that considerably raised the licensing standards for private postsecondary institutions. These new State standards were used as a basis for examining the practices of 14 regional and national accrediting associations that accredit institutions in California and found that, as a whole, the State's new statutory standards relating to institutional stability, institutional integrity, and consumer protection were more stringent than those required by the accrediting agencies. It was recommended that California not rely directly on regional and national accrediting agencies for maintaining the State's statutory standards. It was recommended instead that the new Council for Private Postsecondary and Vocational Education seek to collaborate only with those accrediting agencies whose policies and resources enable them to cooperate with it in collecting and sharing information and whose record of accrediting California institutions has been found to be satisfactory. The appendix contains Assembly Bill 1993 (1989) and an explanation of the study's methodology. Contains 12 references. (GLR)

ED 339 267 HE 025 045

Murray, Robert C.
The TACT-Mentor Program: A Dual Introduction into College Teaching. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Instruction; *Discussion Groups; *Faculty Development; Higher Education; *Mentors; Peer Relationship; *Private Colleges
IDENTIFIERS- *Heidelberg College OH

A two-part effort called "The TACT Mentor Program: A Dual Introduction into College Teaching," designed to assist new faculty in their first year of teaching at Heidelberg College, Ohio, is described and evaluated. The first part of the program, TACT (Teachers and College Teaching) consisted of weekly discussions based on the book "Mastering the Techniques of Teaching" by Joseph Lowman. Over 10 weeks, 10 topics were discussed and during this time the group of 14 participants

Years 1989 and 1990.
PUB DATE- 88
NOTE- 273p.; Parts of the appendices (pages 59-103) contain illegible print. Scattered occurrances of filled/broken type appear in the remaining appendices. Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Disabilities; Disadvantaged; *Educational Planning; Exceptional Persons; *Federal Legislation; Postsecondary Education; Secondary Education; Sex Fairness; *Statewide Planning; Technical Education; Unemployment; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This state plan was prepared for 1989 and 1990 in Montana and submitted to the U.S. Assistant Secretary for Vocational and Adult Education as meeting the minimum requirements of the Carl D. Perkins Vocational Education Act of 1984. The plan contains three sections. The first section describes certifications, assurances, and administrative provisions to be implemented by the state, as mandated by the plan. Included is information on the administration of vocational education, fiscal control, program evaluation, and evaluation of services for special needs populations and areas. The second section covers planning for vocational education in Montana. Some areas discussed are goals for vocational-technical education and planning for implementation of Title II, Parts A and B, and Title III, Parts A and B, as well as state restrictions on expenditure of Perkins funds. The final section consists of extensive appendixes that make up 80 percent of the document. The appendixes provide information on assurances, legislation, administration, sex equity, programs for economically depressed areas, comments about the plan made at public hearings, programs for handicapped and disadvantaged persons, and requests for proposals for 1990 programs. (KC)

ED 338 798 CE 051 989

The Challenge to Manufacturing: A Proposal for a National Forum.
PUB DATE- 88
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Dislocated Workers; Educational Needs; Industrial Arts; *Labor Force Development; Manufacturing; *Manufacturing Industry; *Planning Commissions; *Policy Formation; *Trade and Industrial Education; Workshops

This document contains a letter report and supporting materials prepared in response to a request for an investigation of the desirability of creating a forum for the discussion of the broad problems that confront the manufacturing sector. The letter report, submitted by Frank Press, president of the National Academy of Sciences, and Robert White, president of the National Academy of Engineering, states that the consensus of a workshop (held March 25, 1988) to explore whether such a forum could be created was that the forum could probably perform this function. The next paper, entitled "The Challenge to Manufacturing Policy," is a summary of that workshop. It provides a draft charter for a manufacturing forum that addresses membership, governance, and tenure. Following this, four supporting papers from the workshop are presented: "The Paradox of American Manufacturing" (Leo Hanifin); "National implement programs of business-education collaboration. NAB studied start-up activities, key players, conditions for collaboration, accomplishments, challenges, and future plans. Program outcomes indicated that building successful coalitions was dependent on context, the elements of which are as follows: historical relationships, communication and understanding, solid leadership, ongoing discussion, commitment, action, and a "whole student" focus. The 12 projects included the following: Albuquerque (New Mexico) Business Education Compact; Cincinnati (Ohio) Youth Collaborative; Detroit (Michigan) Compact; Invest Indianapolis (Indiana); Louisville (Kentucky) Education and Employment Partnership; Memphis (Tennessee) Youth Initiative; Greater Miami (Florida) Partnership; Pittsburgh (Pennsylvania) Promise; Providence (Rhode Island) Compact; Rochester (New York) Jobs, Inc.; San Diego (California) Compact; and Seattle (Washington) Youth Investment. A description and goals, accomplishments, and challenges were documented for each site. NAB found a diversity of responses--from single school job programs to projects that delivered comprehensive services from preschool throughout the high school years. In a few of the cities, the Compact Project completed the funding cycle. In some, it survived as part of other community initiatives or as a new program that was an extension of the original. (Information on project contacts is appended.) (YLB)

ED 338 817 CE 059 453

People with Disabilities in Our Nation's Job Training Partnership Act Programs. Program Year 1989.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Disabilities; *Employment Programs; *Federal Legislation; Federal Programs; Federal State Relationship; Job Skills; *Job Training; *Participation; Postsecondary Education; State Programs; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery Areas

This report is an analysis of available data on the participation of people with disabilities in the nation's Job Training Partnership Act (JTPA) programs. Covering program year 1989, this report includes information about people with disabilities served by JTPA in every service delivery area (SDA) in the country. The narrative section briefly summarizes findings related to Title IIA terminees by state, Title IIB participants by state, Title III terminees by state, and Title IIA terminees by SDA. It suggests that there are probably two main factors in determining the number and percentage of the total population of individuals with disabilities served by JTPA programs on a state-by-state basis: involvement of organizations and unemployment rates. The narrative section also suggests strategies and resources that can assist JTPA administrators and organizations serving people with disabilities. An appendix contains four tables that provide statistical information about the number of youth and adults with disabilities served by JTPA Title IIA by state and by SDA and about the number served by JTPA Titles IIB and III by state. (YLB)

ED 338 818 CE 059 463

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Agricultural Education; Agricultural Engineering; *Agricultural Production; Agriculture; Business Administration; Competence; *Competency Based Education; Employment Potential; Entry Workers; Farmers; Farm Management; *Field Crops; High Schools; Job Analysis; *Job Skills; Marketing; Occupational Safety and Health; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains six units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the agricultural business as a crop producer. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) general safety precautions; (2) crop production; (3) agricultural mechanics; (4) business management; (5) marketing; and (6) employability skills. (KC)

ED 338 837 CE 059 527

Dairy Producer. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 44p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Engineering; Agricultural Production; Animal Husbandry; Basic Skills; Business Administration; Competence; *Competency Based Education; *Dairy Farmers; Employment Potential; Farm Occupations; High Schools; Job Analysis; Job Skills; Marketing; Nutrition; Occupational Safety and Health; Task Analysis
IDENTIFIERS- DACUM Process; *Dairy Industry; Dairy Products; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for dairy producers. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupation. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 12 units: (1) general safety precautions; (2) milking and milking systems; (3) animal care; (4) genetics, reproduction, and breeding; (5) waste handling and disposal; (6) nutrition, feeds, and feeding; (7) herd health; (8) marketing; (9) business management; (10) agricultural mechanics; (11) crop production; and (12) employability skills.

flows of people into and out of adult vocational education; and (3) the financial flows, the allocation of funds, and the financial instruments. The study reported very preliminary findings only because of time constraints and the extremely complex nature of vocational education in the Netherlands. Some of the findings were as follows: (1) adult vocational education is still in the developmental stages; (2) new legislation on vocational education is still in preparation; and (3) data on content and finances are too fragmented to present a general picture. The study found that despite the growing interest in adult vocational education, the money spent on it in the Netherlands is modest compared to other European Economic Community states. The study discovered that from 1980 to 1985 participation in adult education increasingly became an activity for young people (aged 16 to 24), men, employees, and the better educated. It also found that larger firms are more likely to provide training than smaller firms. The study recommended that more attention be paid to training older workers, since there will soon be fewer young workers. (Appendices include technical data on the study, examples of financial and labor market policy instruments, the questionnaire for a survey of company training programs, and data tables. There are 36 references.) (KC)

ED 338 857 CE 059 553

Cooper, Chris; And Others
The Structure of Professional Profiles for Tourism in the United Kingdom.
SPONS. AGENCY- European Centre for the Development of Vocational Training, Berlin (Germany).
PUB DATE- 90
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Qualifications; Foreign Countries; *Hospitality Occupations; Hotels; *Job Skills; Labor Market; Leisure Time; *Occupational Information; Postsecondary Education; Profiles; Publicity; Recreation; Recreational Activities; Secondary Education; *Tourism; *Travel; Vocational Education
IDENTIFIERS- *United Kingdom

The tourism and leisure industries are among the fastest growing in the United Kingdom, generating jobs and spending and stimulating economic development. The hotel and catering sector is by far the best documented of the tourism industry and is the major employer. It is also an underqualified sector, despite a range of courses from craft to management level that are offered across the country. The professional association, Association for British Travel Agents, has worked with the City and Guilds of London Institute to establish a logically sequenced set of qualifications for entrants to and members of the travel agencies sector. In contrast, no such system exists for the public promotion sector. Changing demographics have focused attention on the need to adopt innovative approaches to meet labor needs. Public sector initiatives are providing leadership in training as government hands over responsibility for training to industry. Issues for the 1990s in tourism education and training include the need for quality of provision, standardization of provision, and harmonization with required qualifications in Europe. (A chapter consisting of profiles that describe the education, training, specialist knowledge, and job descriptions of the professional figures in introduce vocational education to all students, particularly women. Post-school programs, such as apprenticeships, play an important role. A range of authorities and agencies initiate and maintain education and training at a national level. Smaller countries are creating a viable infrastructure for programs, whereas others are concentrating on initiative and innovation. Commonwealth countries have encountered problems in introducing vocational programs in schools. Curriculum development initiatives lead schools to a broader diversified curriculum incorporating some practical elements. The shortage of trained teachers impedes rapid vocationalization. The cost of implementing vocational training opportunities is high. Programs are intended to facilitate transition from school to work. (This report incorporates excerpts from individual countries.) (NLA)

ED 338 876 CE 059 579

Kirby, Peter; And Others
Jobs for Young People. A Way to a Better Future. Report of a Commonwealth Expert Group.
PUB DATE- 87
NOTE- 150p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Developing Nations; Education Work Relationship; *Employment Opportunities; *Employment Patterns; Employment Programs; Foreign Countries; National Programs; Postsecondary Education; *Public Policy; Secondary Education; *Unemployment; Vocational Education; *Youth Employment
IDENTIFIERS- Commonwealth of Nations

In both developing and industrialized countries, young people are highly exposed to unemployment. Over a cross-section of countries, the approximate ratio of youth to adult unemployment is two or three to one. Periods of unemployment tend to be shorter for youths. In developing countries, youth unemployment is higher among the less educated and less skilled. The high levels of youth unemployment can be attributed to the following: (1) certain inherent advantages that job holders have over entry workers; (2) slow economic growth; (3) differentials in the wage and other costs of employing youth compared with other workers; (4) technological change; (5) rate of growth of the labor force; (6) the role of the education and training system in influencing the quality of potential workers and their actual and perceived employability; and (7) mismatches between youth and work opportunities. Governments and other agencies have taken a number of measures to reduce youth unemployment. They have adopted nationwide policies adopted nationwide policies and designed specific employment programs, including temporary job programs, agricultural resettlement, national and community service, subsidies for self-employment, and training for young women. Young people can prepare themselves through vocationally oriented schooling and post-school or out-of-school training. Recommendations for action at the national, international, and Commonwealth levels are set in a framework of "entitlement for youth." (Appendixes include a summary of results of two surveys on youth unemployment.) (YLB)

ED 338 877 CE 059 581

supplementing of agricultural experience programs with aquaculture principles and procedures. (Following the 18-page report are 136 references, survey results, preliminary aquaculture science course outlines, instruments, and correspondence.) (YLB)

ED 338 896 CE 059 659

Kerka, Sandra
Adults in Career Transition. ERIC Digest No. 115.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Development; Adult Education; Aging (Individuals); *Career Change; *Career Counseling; *Career Development; Career Guidance; Life Events; Middle Aged Adults; *Midlife Transitions; Models; Role Theory
IDENTIFIERS- ERIC Digests

Adults experience cyclical periods of stability and transition throughout life. The conflict between role cycles may spur career change. Personality differences between voluntary changers and nonchangers have been identified in research. Career changes may be triggered by factors ranging from the anticipated (marriage, empty nest) to the unanticipated (illness, divorce, layoff) to "nonevents" (e.g., a marriage or promotion that did not occur). Other factors are longer life expectancy, changing views of retirement, and economic necessity. New models of career development that better explain adults' developmental diversity include Leach and Chakiris' three types of careers (linear, free form, and mixed form) and Cross' three types of "life plans" (linear life plan; redistribution of work, education, and leisure into recurring cycles; and blended life plan). These new ways of looking at life/career cycles and the transition process suggest approaches for assisting adults contemplating career change. A multifaceted approach requires recognizing the developmental stages of adults' multiple life roles and their interaction. Another model suggests that counselors can help adults in transition assess four factors: self, situation, support, and strategies. A variety of coping skills are helpful for managing transition. A holistic approach to transition management includes obtaining counseling, assessment, and career information. A computerized career guidance system such as the System of Interactive Guidance and Information can be of value. (11 references) (YLB)

ED 338 897 CE 059 660

Imel, Susan
Ethical Practice in Adult Education. ERIC Digest No. 116.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Educators; Codes of Ethics;

NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adults; *Business; *Educational Planning; Education Work Relationship; Industry; Instructional Design; *Job Training; *Labor Force Development; *Needs Assessment; *Organizational Development; Organizational Objectives; Program Evaluation; Staff Development

A study investigated the use of training needs assessment (TNA) by training and development practitioners in business and industry. It allowed for an assessment of both real TNA (practitioners' knowledge, observation, and experience) and ideal TNA (the literature and experts' opinions). A literature review focused on the concept of TNA, relationship of training to organizational objectives, and techniques that can be used in TNA. The sample of 210 individuals whose titles implied authority over training issues and directions within their organizations were chosen from members of the American Society of Training and Development, Southern Minnesota Chapter in the 1989 membership directory; 103 responded. The "sample discrepancy-format response mode" format was used for the questionnaire. Data were analyzed using descriptive statistics, matched pair T-test, analysis of variance, and chi-square test. The literature and experts indicated that if TNA is to have the desired impact, it should be systematic, continuous, performance related, client oriented, related to the organization's goals and objectives, flexible, timely, documented, and measurable. Despite the potential benefit, 26.5 percent did not use TNA. Twenty percent used the intuition of training staff as a foundation for training programs. TNA factors considered by 88 percent or more of respondents were centered around the components of job requirement analysis rather than factors of organization needs. (Appendixes include a list of 61 references and the interview questions and instrument.) (YLB)

ED 338 915   CE 059 707

Rossetti, Rosemarie
An Examination of Factors Influencing Students Not To Enroll at the Springfield-Clark JVS, Vanguard JVS, and Lawrence County JVS. Summary of Research 61; Summary of Research 62; Summary of Research 63.
PUB DATE- 91
NOTE- 26p.; For related documents, see ED 324 541 and ED 334 357.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Planning; Decision Making; Educational Research; *Enrollment Influences; Goal Orientation; Grade 11; High Schools; Occupational Aspiration; *Regional Schools; *Student Attitudes; Student Characteristics; *Student Motivation; Student Participation; *Vocational Education; *Vocational High Schools; Vocational Interests
IDENTIFIERS- Ohio

The three studies presented in this document investigated factors that influenced students not to enroll in Ohio joint vocational schools (JVS's) and their nonvocational students in the comprehensive feeder schools for the Springfield-Clark JVS, Lawrence County JVS, and Vanguard JVS during the 1989-90 school year. A student questionnaire acquired data on students' sex, race, curriculum choice, image of and reasons for not enrolling babies' well-being, and about their own future plans. The staff also indicated that students were more confident about their abilities both as parents and as students. (A bibliography is included.) (LLL)

ED 338 934 CG 023 745

Straw, Roger B.
The National Evaluation of the NIMH/McKinney Services Demonstration Projects.
PUB DATE- Aug 91
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Community Programs; Community Services; *Demonstration Programs; *Homeless People; Housing; *Mental Disorders; Program Evaluation
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

Homelessness is a troubling social problem, challenging to the best public and private efforts to provide some measure of remedy. For one group of the homeless, those with severe and persistent mental illness, that challenge is doubled: homelessness complicates the treatment of mental illness, even as mental illness complicates efforts to transition people from the streets to stable homes. Nine service demonstration projects were funded by the National Institute of Mental Health (NIMH), between April and July 1988 under the authority of the Stewart B. McKinney Homeless Assistance Act. These projects, the "Mental Health Services Demonstration Projects for Homeless Adults Who Are Chronically Mentally Ill" were designed to provide outreach, case management, mental health treatment, housing placement, and other services to homeless mentally ill adults in the nine local communities. The evaluation plan itself was to specify a strategy for developing systematic and analytic data on the nature and scope of services being provided. Technical site visits were completed. It was decided that the outcome portion of the national evaluation would not be attempted because of the very limited compatibility of the projects in limited client level outcome data that they were collecting. The final reports should be completed and available by the middle of 1992. One important conclusion seems certain at this point: many homeless, mentally ill persons will accept services and can be rehoused without extensive transitional programs. (LLL)

ED 338 935 CG 023 746

Bloom, Dan; And Others
LEAP: Implementing a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Ohio State Dept. of Human Services, Columbus.
PUB DATE- Jul 91
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

still not sure how to do it. The guide covers destructive parental, school, and community attitudes which are active everywhere in society and which severely sabotage children's desires to be independent and to help themselves. These chapters are included: (1) "Motivational Deficit Disorder: Causes, Meanings, and Solutions"; (2) "Looking in the Mirror: Adult Problems Underlying Child Problems"; (3) "Excuse Psychology: The Diagnostic Lay-Away Plan"; (4) "Parenting by Questions: Finding A Way To Say Yes"; (5) "The Child Terrorist: Victory Strategies For Parent Hostages"; (6) "Fathers: The Missing Ingredient in Child Success"; (7) "School-Based Collaboration: Constructing A Partnership That Works"; (8) "Special Problems: Pregnancy, Substance Abuse, Divorce, Accidents, School Failure, and Suicide"; (9) "Questions and Answers On Automatic Pilot Parenting"; and (10) "Public Policy and Children." A bibliography is included. (ABL)

ED 338 955 CG 023 766

O'Callaghan, J. Brien
School-Based Collaboration: Constructing a Partnership That Works.
PUB DATE- 91
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counseling Techniques; Elementary Secondary Education; Family Problems; *Interdisciplinary Approach; Intervention; *Parent School Relationship; Preschool Education; *School Community Relationship; *School Counseling; Student Problems

This guide is designed for therapists who are looking for faster, more reliable ways of preventing and solving child problems. It focuses on the variety of family-school collaboration that is school-based and involves interaction between families, school, and community agencies. Chapter 1 presents a collaborative model called FACETS (Families and Agencies Collaborating in Ecosystemic Teams in Schools) for working with families in schools. Within the FACETS model of child problem-solving there is a progression of intervention steps or stages from simple procedures involving only the teacher and student to more complex ones. Chapter 2 makes the case for greater collaboration between child caretakers, particularly between parents and school personnel. Chapter 3 discusses step six of the FACETS model, the Collaborative Team Intervention. This intervention involves a meeting of the student, school personnel, community workers and personnel, and family members. Case studies from preschool, elementary, middle, and high school levels are presented in chapters 4 through 7. Chapter 8 discusses eight obstacles in the path of the systems therapists and school coordinators who become interested in establishing a school-based collaboration program for children. This chapter also presents seven guidelines or suggestions as directives for those interested in establishing collaboration in schools. Chapter 9 discusses the effect of the collaboration approach on school personnel and climate, and on the community. In chapter 10, steps are outlined that must be taken if family-school collaboration is to move from the level of pilot project to that of prioritized standard practice. A bibliography is included. (ABL)

ED 338 956 CG 023 770

of control, or the interaction terms at 12th grade. The results suggest that different moderators of life stress are important at different points in time. For example, between 8th and 12th grades, adolescents, for the most part, continue to live at home and can continue to utilize familiar resources to help them cope with stressful life events. Moderators for this age group could include quality of family relations and communication, as well as peer support. As young adult college students, late adolescents may no longer have ready access to prior sources of support during stressful times. Thus, they may have to rely on personal resources, such as attributional style, in order to attenuate the effects of stressful events. Five graphs are attached. (LLL)

ED 338 975 CG 023 795

Maller-Kesselman, Jill; Narducci, Thomas
A Regional Approach to Youth Suicide Prevention.
PUB DATE- 19 Apr 91
NOTE- 9p.; Poster presented at the Annual Meeting of the American Association of Suicidology (24th, Boston, MA, April 17-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Agency Cooperation; Community Role; Coping; Crisis Intervention; *Networks; *Prevention; *Suicide; Youth Problems
IDENTIFIERS- Adolescent Suicide

The Youth Crisis Network (YCN) is an alliance of human service agencies and school systems located in northwestern Connecticut that share a mutual concern about suicidal youth and other youth in crisis. The YCN provides system networking, coordination, collaboration, and advocacy aimed at developing quality services for youth at risk and youth in crisis. The Network was initially organized around an identified regional need for emergency psychiatric evaluation and treatment of suicidal adolescents. The YCN covers a varied geographical area and is comprised of an array of service providers, each with different target populations. The basic philosophy of the YCN is to promote maximum utilization of existing services for youth through networking. The individuals representing the YCN are primarily front line professionals. Though no one is a trained community organizer, it is apparent when tracing the development of the YCN that specific steps of community organization have been key to its success. The history of the Network is summarized and the organizational steps in the Network's evolution are outlined. Areas of focus are: (1) organization strategies to forge and maintain collaboration of community resources; (2) steps and problem solving involved in writing protocol for community-wide postvention response to completed suicides; (3) goals and accomplishments of the YCN; and (4) exploration of the potential impact of a regional network on suicide prevention. (LLL)

ED 338 976 CG 023 797

Morris, David C.; Blakely, B. E.
Attitudes toward the Problems and Status of Older Adults in Middletown.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English

and stress to adult personality development in young adult college students from intact families, as compared to young adults who had experienced childhood parental divorce. Seventy-five students from divorced families and 78 students from intact families completed a screening questionnaire that consisted of a demographic questionnaire and an Index of Family Relations, and the Minnesota Multiphasic Personality Inventory-2 (MMPI-2). The findings revealed that, when family stress was controlled for, the comparison of young adults from intact and divorced families did not show differences in adult personality as measured by the MMPI-2. In general, family stress was a better predictor of adult personality development than was family structure. The most important finding of the study was that divorce, in and of itself, was not associated with personality maladjustment in all individuals who experienced childhood parental divorce. From a clinical perspective, the results of this study could argue against the view that divorce is inevitably pathological and could suggest that divorce may in fact have positive outcomes in certain situations. (NB)

ED 338 994   CG 023 815

Williams, Jay R.
The Grimes Alternative School Program and Home Remedies Program. Interim Evaluation Report.
PUB DATE- Mar 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delinquency; Grade 4; Grade 5; High Risk Students; Intermediate Grades; *Nontraditional Education; *Preadolescents; *Prevention; *Student Problems
IDENTIFIERS- *Status Offenders

This report describes and evaluates two programs which deal with chronic status offenders: the Grimes Alternative School Program, a delinquency prevention project which targets intermediate school (grades 4 and 5) students with chronic discipline and/or truant behaviors, and the Home Remedies Program, a short-term crisis intervention and family-centered therapy program which targets families with a child who is at risk for an out-of-home placement due to delinquent or chronic status offenses, emotional disturbance, or abuse and neglect. Data are presented from field interviews with program staffs, a staffing with the Home Remedies counselors, home visits with both programs, classroom observations and interviews, and written materials. For each program, discussions focus on the program's philosophy and goals, operation, and effectiveness. The Grimes program is described as serving from 9 to 12 children each school year who participate in a special "no failure" classroom with a special education teacher, aide, and counselor. It is noted that the project has demonstrated its ability to improve the children's school attendance, academic performance, and classroom behavior, and to minimize juvenile court involvement. Findings reported from the Home Remedies Program show that families receiving services remained intact for at least 6 months after the intervention, and that family functioning increased during program participation and continued to improve for at least 6 months after program completion. (NB)

ED 338 995   CG 023 816

Field Hearing on the Drug Education Program. Hearing before the

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Comparative Analysis; Elementary Secondary Education; *Instructional Effectiveness; Longitudinal Studies; Outcomes of Education; *Reading Achievement; Reading Comprehension; Reading Research; White Students
IDENTIFIERS- Cleveland Public Schools OH; *Parity

The reading pariety study for 1989-90 provided information for the Cleveland, Ohio school district, parents, and community to determine what progress the school system is making toward parity in reading proficiency. Parity will be attained when statistically equivalent proportions of Black and White students score at or above the thirty-fourth percentile rank on a standardized norm referenced reading comprehension test. Data for the annual multi-year cross-sectional analysis and a longitudinal analysis were compiled. Results indicated that: (1) racial parity in reading results was attained for the first and second grades in 1989-90; (2) parity gaps for secondary school grades have decreased since the onset of desegregation; (3) longitudinal analysis, following cohorts of students, indicated increasing parity gap by grade; (4) results of the schoolwide approach to remedial programming at the elementary level were somewhat less positive than for the traditional reading program at a higher cost per student; (5) "Major Work" students showed better normal curve equivalent (NCE) changes than other noncompensatory students in 4 of 5 elementary grades; (6) grade 3 had the best overall NCE change and grade 7 had the worst; (7) results of "THINK," the secondary school support system, were somewhat positive at grade 10, but negligible at other grades; (8) the compensatory program at intermediate grades, "STAR," had average NCE changes that were negative in both grades; and (9) individual schools had widely varying success in improving reading comprehension at various grades. (Six figures and eight tables of data are included.) (RS)

ED 339 015 CS 010 753

Singh, Balwant
IBM's Writing To Read Program: The Right Stuff or Just High Tech Fluff?
PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Computer Assisted Instruction; Cost Effectiveness; *Instructional Effectiveness; Kindergarten Children; Primary Education; *Reading Instruction; Reading Research
IDENTIFIERS- California Achievement Tests; *Writing to Read Program

A study examined the effectiveness of IBM's (International Business Machines') "Writing to Read" (WTR) program in teaching kindergartners and first graders to read. Scores of 257 kindergarten students (enrolled in 2 experimental and 2 control schools) on the California Achievement Test were used to determine if the WTR program was more effective than the traditional programs. Writing samples from 272 first-grade students and their scores on the Georgia Criterion-Referenced Test in Reading and the Otis Lennon School Ability Test were used to determine if similar or better results can be obtained by programs which do not use computers to teach reading and

Everton, Muriel; Butler, John M.
A Twenty-Five Year Slice of the Secondary Education Division's Historical Pie.
PUB DATE- Aug 91
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, MA, August 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Historical Materials (060)
DESCRIPTORS- Communication Skills; *Educational History; Educational Trends; *Journalism Education; Secondary Education; Student Publications; Teacher Associations; Teacher Certification
IDENTIFIERS- *Association for Ed in Journalism and Mass Commun; *Scholastic Journalism

An honors lecture has been given each year since 1973 by a person chosen by the Secondary Education Division members of the Association for Education in Journalism and Mass Communication (AEJMC). Several lecturers have provided insights into each decade of scholastic journalism and its relationship to society. Lecturers have discussed four major points as current problems: recruitment of dedicated students, help and support for advisers, language skills, and the need for research in scholastic journalism. Conclusions drawn from advice given by the lecturers and analysis made of their suggestions indicate that Division members: (1) took the lead in preparing teachers of journalism who achieved much during the past 25 years; (2) wrote extensively in various publications about scholastic journalism; (3) remained on the cutting edges of computer instruction and graphic design principles and practices; (4) developed a stronger relationship with other divisions of AEJMC; (5) led the fight for teacher accreditation; (6) improved activities at summer workshops; and (7) studied ways to improve communication skills in word usage, sentence structure, and facts. (Sixteen references are attached.) (RS)

ED 339 036 CS 213 079

The Literature Link.
PUB DATE- 90
NOTE- 210p.; A product of the Partnership Project "Teaching for Transition from High School to College." Project funded by the California Academic Partnership Program (CAPP). Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; College School Cooperation; Curriculum Guides; *English Instruction; Higher Education; *Language Arts; Lesson Plans; *Literature Appreciation; Secondary Education; Units of Study; *Writing Instruction
IDENTIFIERS- California

Motivated by the discouraging fact that only 7 percent of the local high school graduates were proceeding on to college or university education, a group of teachers, junior high through university, involved in the California Academic Partnership (CAP) Project, decided to analyze what was being taught and the methods being used. Collaborating with other teachers at these levels, they researched educational findings and methods and devised a chart of competency skills that would enable students to progress from seventh grade on to college or university.

deteriorated, becoming "electronic sandboxes" where students "play radio." This paper suggests that the educational value of student-operated radio stations can and should be improved. The broadcast industry traditionally has a low assessment of the quality of broadcast education. To improve the perceived quality of graduates of broadcast programs, students must be offered more professionally realistic experiences at student-operated radio stations. Issues regarding music programming, "alternative" programming philosophy, relationship to the faculty advisor, and difficulties faced by faculty advisors have contributed to the general decline of these stations. A plan for improving the educational value of student-operated radio stations is presented. It involves having the faculty advisor: (1) assess the present condition of the station in terms of talent, discipline, dedication, enthusiasm, and professional aspiration; and (2) concentrate on training, organizing, establishing a "vision" of the station, rewarding desired behavior, and pursuing a professional philosophy of station operation. (Author/PRA)

ED 339 056 CS 507 632

Thompsen, Philip A.
Divvying Up the Discipline: On Divorcing Dame Speech.
PUB DATE- Oct 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; Information Theory; Intellectual Disciplines; *Speech Communication; *Speech Instruction
IDENTIFIERS- Educational Issues

This article is in response to Michael Burgoon's call in "Communication Education," October 1989, for the divorcing of speech education from the discipline of communication. It is argued that the lack of isomorphism between speech education and behavioral research in communication reflects a serious imbalance within the discipline, one that has already divided the discipline along media-specific contexts. But rather than concluding that a divorce between speech and communication is desirable, this paper calls for a greater effort by educators to correct an imbalance within the discipline by focusing less on the media of communication and more on the action of communicating. This focus on media has evolved through an increasing awareness of and concern for communication media primarily as a result of the proliferation of electronic communication media in the 20th century. This has resulted in a fragmented discipline, with the study of communication being conducted within numerous subdivisions based on media-specific modes of communication. While theoretical views of communication have largely rejected the tenets of logical empiricism, the discipline's structure continues to reflect reductionist thinking. The various media-specific subdisciplines within the field of communication should strive for a common central focus on communicating. (Thirty-six notes are included.) (Author/PRA)

ED 339 057 CS 507 637

NOTE- 24p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Boards of Education; Community Attitudes; Community Planning; Community Problems; *Community Study; *Community Surveys; Elementary Secondary Education; Local Issues; Needs Assessment; Policy Formation; *School Community Relationship; *School Districts

The rationale for conducting a community survey to obtain information on a specific problem or issue for local school board policy formation is illustrated in this case study. A survey mailed to 10 percent of all district households in a small midwestern city yielded a 31 percent response rate. Survey analysis was utilized by the school board to develop a policy planning approach and to make recommendations. Findings indicate that the crucial first step in the board's policy-making role involves identification of the problem. In this case, the school board decided to develop multi-approach communication vehicles to solve the "knowledge gap" problem in their community. A conclusion is that the community survey is useful as a feedback mechanism to monitor diverse community attitudes and to improve the policy planning process; however, it is useful only if undertaken for a specific purpose and if utilized for planning and action by the school district leadership. Two tables and figures, survey responses, resulting policy decisions, and the survey instrument are included. (7 references) (LMI)

ED 339 076 EA 023 168

Nasworthy, Carol; Rood, Magdalena
Bridging the Gap between Business and Education: Reconciling Expectations for Student Achievement. Critical Issues in Student Achievement Paper Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Community Involvement; *Corporate Support; Educational Change; Elementary Secondary Education; Outcomes of Education; Public Schools; *School Business Relationship; *School Organization; *School Restructuring
IDENTIFIERS- *Partnerships in Education

Schools are forging linkages with noneducational organizations and agencies to address the needs of all students, particularly those who are most vulnerable to the southwest region's economic and social upheaval. This paper attempts to present an overview of the interrelationship between two elements of the community at large--business and education. It explores the changes in expectations for student achievement within the context of the community within which the educational and private sectors coexist. It begins with a general framework of community context for education, followed by a detailed review of the business community's expectations for student

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; *Aesthetic Education; *Curriculum Development; Educational Opportunities; Elementary Secondary Education; *Fine Arts; Foreign Countries; *Music Education; *Policy Formation
IDENTIFIERS- *Canada

Considerations about school music programs, often considered to be a nonutilitarian element of school curriculum, are examined in this paper, with a focus on the application of technological thinking to school administration. Indepth interviews were conducted with 30-40 administrators, teachers, counselors, parents, and students in each of three Canadian school districts (two in Ontario and one in British Columbia). some theorists argue that school music contributes, in some cases, to the reproduction of an artistically elite student population. Although this held true in two cases, the evidence also demonstrates that another scenario may be enacted--one in which schools contribute substantially to providing equal educational opportunity in the arts. The findings raise questions about assumptions commonly held to explain everyday reality. These questions, or myths, indicate that despite the transcendental claims of aesthetic theory about the nature of music itself, Canadian school music education remains solidly embedded in the ideology of its particular social, economic, and political setting. (29 references) (LMI)

ED 339 099 EA 023 469

Sagor, Richard D.
Operationalizing Transformational Leadership: The Behavior of Principals in Fostering Teacher Centered School Development.
PUB DATE- Oct 91
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Development; Elementary Secondary Education; *Leadership; *Principals; *Theory Practice Relationship

Researchers have found the categories of transformational and transactional leadership to be effective descriptors of administrator behavior. While the direction of the management literature has stressed the value of transformational over transactional leadership, the recent direction of many school reform efforts has, in many cases, emphasized the opposite, at least in regard to the principalship. This study attempts to provide additional empirical support for the value of transformational leadership by building principals. The work of Greenfield (1991) is used as a knowledge base that distinguishes between personal qualities, behaviors, aims, and outcomes of leadership. The paper provides documentation for the thinking and behaviors of three principals who have been leading schools (two elementary, one middle) in a teacher-centered school development process as part of Project LEARN (League of Educational Action Researchers in the Northwest). While the outward styles of those leaders often varied, similarities in the impact of their work were consistently noted in three specific features of their schools: the sharpness of school focus; the sharing of common cultural perspectives; and a constant push for improvement. Descriptive are included, and a proposal for implementing critical incident reflection as a means of professional development is included in the appendix. (22 references) (LMI)

ED 339 122 EA 023 505

Fowler, Frances C.
Challenging the Assumption That Choice Is All That Freedom Means: A French Case Study.
PUB DATE- Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; *Access to Education; Educational Policy; Elementary Secondary Education; Foreign Countries; *Intellectual Freedom; Private Education; *Private School Aid; *Private Schools; *School Choice; State Church Separation
IDENTIFIERS- *France

The assumption that educational freedom is solely defined by freedom to choose a school is challenged in this paper. Based on the concept of a "system" of interdependent freedoms, a case study of the French school choice program adopted in 1959 is presented. Methodology involved longitudinal documentary analysis of primary sources produced between 1959 and 1985 and interviews with 16 French policy actors. Findings provide descriptions of French private school aid policy, conflicting freedoms that shaped the policy, and later conflicts around freedom. The French experience suggests that political freedoms could be lost if choice programs are adopted; reveals the simplistic nature of many American choice proposals; and suggests that freedoms may be limited within privately established schools. A conclusion is that school choice policies must embody an understanding of the complex meaning of freedom in a democratic society. (33 references) (LMI)

ED 339 123 EA 023 507

Gmelch, Walter H.
The Creation of Constructive Conflict within Educational Administration Departments.
PUB DATE- Oct 91
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Change Strategies; *College Faculty; *Conflict Resolution; *Department Heads; *Educational Administration; Higher Education; Instructional Leadership; Intergroup Relations; *Problem Solving

Issues in the resolution of departmental conflict by university chairs of educational administration departments are discussed in this paper. The need for finding more constructive ways to handle conflict is highlighted by a survey of 808 department chairs at 101 research and doctoral-granting universities, in which chairs identified intercollegial conflict as the major category of stress. The view of principled conflict management that recognizes conflict as necessary is advocated, 10

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Elementary Secondary Education; *Equipment Evaluation; *Input Output Devices; *Keyboarding (Data Entry); Microcomputers; *Physical Disabilities; Selection; Technology
IDENTIFIERS- *Alternate Keyboards

This booklet provides information about access to computers through alternate keyboards used by students who have physical impairments. Part 1 describes a typical technology team and the alternate keyboard selection process. Part 2 discusses the practical aspects of everyday teaching and living with an alternate keyboard user and includes suggestions on the following topics: information needed about the device and the student, strategies for enhancing students' independence, and implementation of alternate keyboards in the classroom curriculum or in the home. Part 3 discusses how to prevent problems and includes a troubleshooting checklist. Appendices include descriptions of alternate computer keyboards, such as miniature keyboards, touch screens, and augmentative communication devices; a glossary of terms; and a list of resource materials and addresses of information sources. (JDD)

ED 339 146 EC 300 756

Suddath, Carol; Susnik, Jackie
Augmentative Communication Devices: Technology User in the Classroom.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Artificial Speech; *Assistive Devices (for Disabled); Classroom Techniques; *Communication Aids (for Disabled); *Communication Disorders; *Electronic Equipment; Elementary Secondary Education; *Equipment Utilization; Speech Synthesizers; Teacher Role
IDENTIFIERS- *Augmentative Alternative Communication; *Voice Output Communication Aids

This booklet introduces voice output communication aids (VOCAs) used by individuals with communication disabilities. It is designed to give a "nuts and bolts" description of how and when to use a VOCA, especially in the classroom, and what to expect. Part 1 discusses the essential "people" factors in VOCA use--the educational team and the student. Part 2 provides guidelines for accommodating VOCA users in the classroom and using the device for enhancing their learning. Part 3 explores how students can benefit from VOCA as they go out into the community. Part 4 provides precautions, helpful hints, and a troubleshooting checklist. The appendixes contain a glossary; a devices and vendors list; a list of 22 journals and newsletters, organizations, and books; and a reprint of part of a "Tech Use Guide" on augmentative and alternative communication. (JDD)

ED 339 147 EC 300 757

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Definitions; *Delivery Systems; *Educational Practices; Educational Technology; Elementary Secondary Education; Head Injuries; Health Needs; Models; School Policy; *Special Health Problems; *Student Needs

This booklet provides a broad-based definition of the population of students with special health needs and offers information about specific subcategories of conditions. These subcategories include traumatic brain injury; pediatric human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS) and AIDS-related complex; and technology-assisted students. The booklet discusses these students' unique educational needs. It includes information about model policies, programs, and practices that have improved the ability of school systems to provide effective programs. Family and student concerns are also addressed. A list of six HIV/AIDS curricula resources and four other resources concludes the booklet. (JDD)

ED 339 167 EC 300 777

Heflin, L. Juane; Rudy, Kathryn
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 56p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Delivery Systems; *Disabilities; Economically Disadvantaged; Elementary Secondary Education; Family Problems; Federal Programs; *Homeless People; Incidence; Program Development; *Student Needs; *Teaching Methods

This booklet examines the plight of homeless families who have children who need special educational services. It explores the magnitude of homelessness among families, provides empirical descriptions of homeless populations, and identifies factors contributing to the rising incidence of homelessness in the United States. Specific effects of homelessness on children and youth are considered. The booklet also discusses educational implications and documents federal programs that have been enacted to attempt to meet the educational needs of students who are homeless. Implications for teachers in relation to children with special needs and general teaching strategies are provided. Barriers to the provision of educational services are delineated and discussed in terms of their implications for administrators. The final chapter presents recommendations for program development and administration. Resources and contact information for programs are provided at the end of the booklet. (63 references) (JDD)

Uncommonly Taught Languages

This book is one in a series of publications intended to help improve secondary instruction by addressing a central educational issue: teaching children how to think. This volume focuses specifically on how students can be encouraged and helped to think critically from the outset of learning to read in a foreign language. It draws on both recent cognitive research and examples of actual classroom practice to demonstrate how thinking is integral to successful learning even in the most basic and commonplace classroom situations. The first chapter describes one approach to teaching the days of the week in a Hebrew class. The second recommends taking advantage of two resources students bring to the learning of English as a Second Language: their first language and knowledge of the world. Chapter 3 explores connections between reading, thinking, and second language learning. Techniques for teaching thoughtful second language reading are discussed in chapter 4, and strategies for getting more from the printed text are examined in chpater 5. The sixth chapter addresses the assessment of reading comprehension. A 32-item bibliography is included. (MSE)

ED 339 186 FL 019 135

Roberts, Alasdair
Gaelic across the Curriculum? Parental Attitudes to Gaelic-Medium Education in the Western Isles. SCRE Spotlights 24.
PUB DATE- Jun 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Educational Policy; Elementary Education; Foreign Countries; *Language of Instruction; *Language Role; *Parent Attitudes; Public Policy; *Scots Gaelic; Second Language Instruction; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *Scotland

A study surveyed parents (n=329) of 1989 and prospective 1990 first-year primary school entrants in Scotland's Western Isles concerning Gaelic-English bilingual education policy. Results indicate only 39% of 4- and 5-year-olds had two native Gaelic-speaking parents, although attitudes toward the language were very positive. Half the parents read Gaelic-language books to their children, although availability of such materials was an issue. It appeared most parents were moderately well-informed about school language policy, while some uncertainty about the distinction between Gaelic-medium and bilingual instruction was found. About 86% of parents would like their children to be bilingual even when they themselves are not. However, it emerged from interviews that parents understood bilingualism as the ability to speak Gaelic and English, not necessarily write and read them at the same level. About 71% supported the idea of Gaelic-medium education, but it was not clear whether these supported teaching of all subjects in Gaelic. Approximately half the parents surveyed said they would take advantage of Gaelic-medium instruction if offered. Fewer than one-quarter favored education entirely in Gaelic ending by the fourth year of elementary school, while 41% wanted Gaelic emphasized throughout elementary school. Recommendations are made tentatively in view of the study's limitations; however, it is proposed that Gaelic-medium education should continue, that its availability should be made clear to parents, that schools as

ED 339 206 FL 019 785

Hyona, Jukka
The On-Line Investigation of Reading a Text: Methods and a Model.
PUB DATE- 85
NOTE- 14p.; In: Sajavaara, Kari, Ed., and others. Finnish Psycholinguistic Papers V, Association of Applied Linguistics, Finland. p34-55. 1985.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; Eye Movements; Foreign Countries; *Language Processing; *Reading Processes; *Reading Research; Reading Strategies; *Research Methodology; *Time Factors (Learning)

Five methods for studying the process of reading a text are presented, and a model for discourse processing is outlined. Discourse processing refers to comprehension of the meaning underlying the verbal message. The methods discussed here investigate the reading process as it occurs, and focus on the amount of time taken to complete a task or function. They include paragraph reading time, sentence reading time, word reading time, eye movement recording, and the use of a reader-controlled text window on the computer screen to measure reading speed in relation to text type and structure. Advantages and disadvantages of the methods are noted. Four concepts needed to analyze discourse processing are defined, including semantic coherence, theme-rheme structure, subject-matter knowledge, and reading purpose. Then the process of discourse comprehension is outlined, with reference to four types of coherence: referential, within-sentence, topical, and functional. Five hypotheses concerning the processing of specific discourse structures are proposed. A 16-item bibliography is included. (MSE)

ED 339 [illegible] FL 019 786

Lesser, Ruth
Theories of Agrammatism.
PUB DATE- 85
NOTE- 10p.; In: Sajavaara, Kari, Ed., and others. Finnish Psycholinguistic Papers V, Association of Applied Linguistics, Finland. p81-89. 1985.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Aphasia; Applied Linguistics; Clinical Diagnosis; Comparative Analysis; Foreign Countries; *Grammar; *Language Processing; Language Research; Linguistic Theory; *Syntax; *Vocabulary

A discussion of grammatical disorders in aphasia considers an area of ambiguity. In the work of one researcher, impairment of logico-grammatical relations is associated with semantic aphasia, not efferent-motor aphasia. In Western studies, efferent-motor aphasia is associated with impaired comprehension and production of grammar. In order to resolve this contradiction, the study attempts to distinguish different components in grammatical processing that could account for failures on a common processing task in two aphasia types, fluent and non-fluent. The lexical functional theory of grammar is used as a basis for analysis of data from a 1981 study. It is concluded that, consistent with earlier observations, it is fluent, not non-fluent patients, who have difficulty in assessing logical relationships in sentences, and that the progression of provisional skills in grades four through eight, and comments on the use of oral proficiency interviews. Section 5 describes new and expanded program features, including an elementary immersion program, a secondary program offering an alternative course of studies geared toward increased language fluency and knowledge of international trade, a language teacher training program, and study abroad arrangements for administrators, teachers, and secondary and university students. The final section contains miscellaneous information about the Louisiana program, including definitions of terms, program planning considerations, and staffing recommendations. Appended materials include legislative texts, statistics, staff contracts, state map, forms, notes on available instructional materials, and materials concerning state certification requirements. (MSE)

ED 339 227 FL 019 905

Wittrock, Merlin C.
A Classification of Sentences Used in Natural Language Processing in the Military Services.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
PUB DATE- Jun 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Classification; Cognitive Psychology; *Discourse Analysis; Inferences; *Interpersonal Communication; *Language Processing; *Language Role; *Language Styles; *Military Science; Semantics; Sentence Structure

Concepts in cognitive psychology are applied to the language used in military situations, and a sentence classification system for use in analyzing military language is outlined. The system is designed to be used, in part, in conjunction with a natural language query system that allows a user to access a database. The discussion of military language and military decision-making from the perspective of cognitive psychology looks at the characteristics of this language style, the intention of the speaker or questioner, use of top-down language processing, the role of background knowledge in military communication, the effects of context on meaning, the relevance of syntactic and semantic analysis for military language use, and the usefulness of inferential and domain-specific processing. The taxonomy is an outline of sentence characteristics incorporating all of these concepts, and is designed to be applied to both single utterances and connected discourse. (MSE)

ED 339 228 FL 019 906

Fortier, Anne-Marie
Langue et rapports sociaux. Analyse des language d'usage chez des Italiens de deuxieme generation (Language and Social Relationships. Analysis of Languages Used by Second-Generation Italians).
PUB DATE- 91
NOTE- 84p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Code Switching (Language); English; Foreign Countries; French; *Immigrants; Interpersonal Relationship; Interviews; Italian; *Language Role; *Sex Differences;

PUB DATE- Jul 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *College Role; Foreign Countries; Higher Education; *Literacy Education; Minority Groups; Needs Assessment; Outreach Programs; *School Community Relationship; Social Change; Universities
IDENTIFIERS- *South Africa

Observations of the relationship between South Africa's universities and adult literacy are offered by a British Council consultant after a visit to South Africa. The purpose was to help university lecturers design and develop an adult literacy course and to give seminars to local literacy groups. Impressions are described on the state of literacy, the state of methods and materials, the state of training, and the organization of literacy. It is concluded that the need for sound literacy is increasing with the accelerating pace of economic, social, and political change in the country, and that there remains a major role for universities as technical, advisory, and training supports to the many groups trying to reach the disadvantaged and illiterate. British Council-sponsored site visits and fellowships in Great Britain are suggested. A supporting essay by Edward French is included, as is the Zenex Adult Literacy Unit mission statement. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 248 FL 800 349

Saumweber, Judy; And Others
ESL Workplace Literacy Curriculum for a JTPA/Family English Literacy Demonstration Project.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, D.C.
PUB DATE- 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Curriculum Development; Demonstration Programs; *English (Second Language); Hmong People; *Job Skills; Job Training; *Laotians; *Literacy Education; Refugees
IDENTIFIERS- Family English Literacy; Job Training Partnership Act 1982; *Minnesota (Saint Paul); Partnerships in Education; *Workplace Literacy

A JTPA/FEL (Job Training Partnership Act/Family English Literacy) demonstration project is reported that involves a partnership between the Lao Family Community (LFC) of Minnesota, the City of St. Paul, and St. Paul Public Schools/Adult Basic Education. The goal is to provide workplace literacy instruction to refugees with limited English proficiency to enable them to become economically self-sufficient as quickly as possible. Most of the 50 participants served at any one time are Hmong refugees (60% women) with less than 2 years in the United States. Four levels of English-as-a-Second-Language (ESL) instruction are offered, with each course lasting 11 weeks. The curriculum content includes workplace field trips, use of native language for cultural discussion of appropriate workplace behavior, emphasis on workplace document literacy, with highly diverse backgrounds developed a real sense of oneness. Results of a faculty questionnaire distributed at the first and last sessions and a general evaluation form found increased attempts to try new methods of teaching and a greater sense of belonging to an academic community among participants. All agreed that the experience was positive and that the program should continue. The second part of the program, the Mentor component, paired eight new faculty members with senior faculty from different disciplines. Each mentor was given complete freedom to operate as best fit the individual situation. Some pairings were highly profitable and others did not develop beyond the initial meeting. Future programs will contain more specific mentor requirements. The project reached out to the public in several ways: a campus forum, news releases, mailings and presentations at two conferences. Appendixes contain two faculty questionnaires, some faculty comments on the questionnaire, a 15-item bibliography and a project director's resume. (JB)

ED 339 268 HE 025 046

Agreement between Bard College and the Bard College Chapter of the American Association of University Professors 1988-1989 .
PUB DATE- 1 Jun 88
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Housing; Insurance; Job Layoff; Leaves of Absence; Personnel Policy; *Private Colleges; Research; Sabbatical Leaves; Teacher Retirement; Teacher Salaries; Tenure; Travel; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Bard College NY

The agreement between Bard College, New York, and the Bard College Chapter of the American Association of University Professors (AAUP) covering the period 1988 to 1989 is presented. The agreement covers the following items: recognition, tenure, cause for dismissal, hearings in the event of dismissal, termination for financial exigency, other dismissals and grievances, terms of dismissal, retirement, contractual obligations (teaching load, committee assignments), academic policy, research and travel, administrative services (AAUP dues, secretarial support, course times and places), housing, sabbaticals, salary and fringe benefits, promotion, merit promotions, equity raises, past practices and agreement termination and modification. An attachment details sick leave and disability, social security, workmen's compensation, unemployment insurance, retirement, health insurance, life insurance, education, discounts, and professional development fellowships. (JB)

ED 339 269 HE 025 047

Collective Bargaining Agreement between Niagara University and Niagara University Lay Teachers Association 1987-1989.
PUB DATE- 17 Oct 87
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Collective Bargaining; *College Faculty; *Contracts;

Manufacturing Policy: An Industry Perspective" (Laurence Seifert, Alfred Zeisler); "Reorganizing Production to Restore Competitiveness" (Stephen Cohen and John Zysman with Sabina Deitrick); and "A Nation at Risk: Our Eroding Skill Base in Manufacturing Systems" (Joe Mize, Terrence Beaumariage). (YLB)

ED 338 799 CE 052 042

Kramer, Judith
"...Of Interest." Connection Resource Bank Newsletter. Informing School System Staff Members about a School-Community-Business Cooperative Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 88
NOTE- 242p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Resources; Cooperative Programs; Databases; Elementary Secondary Education; Institutional Cooperation; *Mathematics Instruction; *Newsletters; Program Development; Program Implementation; *School Business Relationship; *Science Instruction
IDENTIFIERS- *Montgomery County Public Schools MD

The public school system of Montgomery County, Maryland, established a database of more than 1,800 volunteer business and community resources in the areas of science and mathematics who are willing to share their expertise with students and teachers in 154 county schools. Through a grant, a monthly newsletter that highlights this sharing is published. More than 7,500 copies are distributed each month to teachers, school administrators, and career specialists. Newsletter articles about teachers' use of business and community experts as speakers in the classroom or mentors for students make all teachers aware of the resources available. Specific objectives that teachers are required to teach in science and mathematics are identified and applicable resources are listed. Special attention is paid to use of minority role models whenever possible. Alternative careers for women in science and mathematics are emphasized as well. The newsletter editor acts as a community resource and links teachers and businesses. Through the newsletter, the resource bank encourages teachers and students to look outside the classroom and encourages the business community to become involved in its schools. Documents used in the project comprise a large portion of this report. These include brochures, forms, correspondence, media articles, and two volumes of the newsletter. (Author/KC)

ED 338 800 CE 052 120

Education for Employment. The Wisconsin Initiative. Bulletin No. 8092. Revised.
PUB DATE- Aug 87
NOTE- 42p.; For a related document, see ED 303 625 and CE 052 121.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Career Education; Educational Policy; *Education Work Relationship; Employment Potential; Job Search Methods; Job Skills; Occupational Information; Policy Formation; *Program Implementation; Public Policy; Secondary Education; *State Programs

Miguel, Laurian A.
School Board Members Seek Business Community Commitment. School Board Survey Results.
PUB DATE- 90
NOTE- 47p.; Photographs may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Administrator Attitudes; Alternative Teacher Certification; *Boards of Education; *Corporate Support; Employment Potential; High Schools; Integrated Curriculum; Job Skills; Remedial Programs; *School Administration; *School Business Relationship; State Surveys; *Vocational Education
IDENTIFIERS- Illinois

The Illinois Council on Vocational Education polled members of local school boards and administrators on their perceptions of vocational-technical education and business community participation in school programs and planning. The poll included surveys, discussions, and interviews. Two hundred eighty-three questionnaires were completed. At least 95 percent of board members and administrators supported requiring instruction in employability skills or work readiness. Only one in five board members and more than 80 percent of administrators were aware of the Illinois Tech Prep program. Most board members (62 percent) and administrators (89 percent) were familiar with efforts to integrate vocational education and academic education. Only 32 percent of board members and 66 percent of administrators reported that vocational and academic education were integrated in their schools. Sixty percent of board members had very little knowledge about the purpose or function of the regional delivery system; administrators were well informed. Survey responses reflected generally high value for the following: (1) educational participation in the business community; (2) expanded teacher certification opportunities; (3) employability skills instruction; (4) requirement for co-enrollment in remedial basics and vocational programs; and (5) business community involvement. Recommendations based on the findings were made to board members and school administrators. (Eight recommended readings and 12 suggested readings are listed.) (YLB)

ED 338 819 CE 059 464

Special Populations Students: The Issue of Access and Services. A Guide for Local Councils.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Compliance (Legal); Educational Legislation; Equal Education; *Federal Aid; Federal Legislation; Mainstreaming; Regular and Special Education Relationship; Secondary Education; Services; Special Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This guide is designed to assist local programs in relating to special populations with respect to implementing provisions of the Carl D. Perkins Vocational and Applied Technology Education

(NLA)

ED 338 838 CE 059 528

Diesel Mechanics. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 48p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; *Auto Mechanics; Basic Skills; Competence; *Competency Based Education; *Diesel Engines; Electrical Systems; Electronic Control; Employment Potential; Equipment Maintenance; Heating; High Schools; Job Analysis; Job Skills; Maintenance; Mechanical Skills; Occupational Safety and Health; Recordkeeping; Task Analysis
IDENTIFIERS- Brakes (Automotive); DACUM Process; Drive Trains (Automotive); Ohio; Steering (Automotive); Trucks

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for diesel mechanics. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 17 units: (1) general safety and shop practices; (2) basic mechanical skills; (3) planned maintenance; (4) internal combustion engine operation; (5) gasoline engines; (6) diesel engines; (7) drivetrain; (8) brake systems; (9) suspension and steering; (10) chassis; (11) electrical systems; (12) truck and trailer lighting systems; (13) electronically operated control systems; (14) heating and air conditioning systems; (15) cab and trailer maintenance and repair; (16) record keeping; and (17) employability skills. (NLA)

ED 338 839 CE 059 529

Electronics. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 22p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Appliance Repair; Basic Skills; Competence; *Competency Based Education; Electrical Systems; *Electronics; Employment Potential; High Schools; Job Analysis; Job Skills; Occupational Safety and Health; Task Analysis
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for electronics. Each unit (with or without subunits) contains competencies and competency builders that identify the each of the three sectors is included. Twenty-five key sources are listed.) (YLB)

ED 338 858 CE 059 554

Leroy, Robert
The Financing of Continuing Vocational Training in Belgium.
PUB DATE- 90
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; *Continuing Education; Developed Nations; *Educational Finance; Educational Improvement; Educational Legislation; Foreign Countries; *Job Training; Labor Education; Postsecondary Education; Work Experience Programs
IDENTIFIERS- *Belgium

This report focuses on the flow of trainees and the financing of the training schemes for adult continuing vocational education in Belgium. Because of lack of time and the complex nature of vocational education in the country, only preliminary results are reported. The first three chapters of the report describe training as it exists now. The first chapter discusses three types of vocational training: social advancement training, apprenticeships, and training schemes organized by the national employment office. It also covers two other types of training--evening courses offered by universities, and private courses. Chapter 2 examines training which has been organized by industry, often in collaboration with trade unions, based on data gathered by six exploratory investigations divided between industrial and tertiary sectors. The third chapter describes the measures introduced recently to combat unemployment. The final chapter puts forward a number of questions for discussion, such as: What are the problems of this nebulous educational area? How are they intertwined? and What should be done to obtain better information in order to take action? (KC)

ED 338 859 CE 059 555

Paracone, Corrado; And Others
Description of a Framework of Macroprofiles (Archetypes).
PUB DATE- 91
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Automation; Economic Progress; Emerging Occupations; Foreign Countries; Futures (of Society); Industry; Innovation; *Job Performance; *Job Skills; Job Training; Labor Needs; Models; Modernization; *Occupational Information; Office Occupations; Postsecondary Education; Profiles; *Technological Advancement; *Technology Transfer

Offices are places in which information is generated and processed. According to the classic theories of labor organization, human activities can be roughly divided into two main families: manual and intellectual. Each family can be broken down into three basic stages: planning, performance, and supervision. The families and basic stages can be interlinked to obtain a framework of the overall content of work. An analysis of the division of labor based on the main families of work and basic stages provides six primary families of workers: manual work planners, intellectual work planners, manual work

The Future at Work. An Assessment of Changing Workplace Trends.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Automation; *Employment Patterns; Fringe Benefits; *Futures (of Society); Human Resources; Incentives; Industrial Psychology; Job Satisfaction; Job Skills; *Labor Force; Labor Force Development; Labor Supply; Leadership Styles; Recruitment; *Technological Advancement; Vocational Adjustment; Work Attitudes; *Work Environment; Working Hours
IDENTIFIERS- Employee Leasing; Flexible Benefit Plans; Telecommuting

Technological and demographic changes affect the nation's employment landscape. The most consistent trend of the century has been the shrinking workweek. By the year 2000, many workers will spend only 32 hours per week at work. Other workplace changes will continue the quest for more work satisfaction: technical trends (flextime/telecommuting); automation; leasing employees; compensation (flexible benefit plans or "cafeteria" benefits); the changing work force and its impact on the workplace; work force incentives (benefits); and skills for the work force. Past trends can be used as the foundation for predicting the future: (1) people will be the most important resource for organizations; (2) required knowledge and skills will change in response to technology and economy; (3) "good" attitudes will be important; (4) employees demonstrating the "right stuff" will be in demand; (5) managers will adopt and apply new leadership skills; (6) employees will accept more responsibility; (7) corporate structures will evolve with technological changes; and (8) a company's reputation will affect recruitment of workers. (14 references) (NLA)

ED 338 878   CE 059 589

Upchurch, Richard
Aviation Pilot Training I and Aviation Technician I: Task Analyses. Semester I. Field Review Copy.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 85p.; For related guides, see CE 059 590-593. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aircraft Pilots; *Aviation Education; *Aviation Technology; *Behavioral Objectives; Career Awareness; Competency Based Education; Course Descriptions; Criterion Referenced Tests; Engines; Learning Activities; Navigation; Secondary Education; Task Analysis

This guide for aviation pilot and aviation technician training begins with a course description, resource information, and a course outline. Tasks/competencies are categorized into 10 concept/duty areas: understanding aviation career opportunities; comprehending the history of aviation; understanding classes, categories, and types of aircraft; using military time and phonetic alphabet in communication; explaining the functions of aircraft components; understanding the theory of flight; understanding the functions of aircraft flight instruments; understanding the functions of aircraft systems; understanding how to predict aircraft performance; and

*Educational Planning; *Ethics; Moral Values; Needs Assessment; *Program Development; Teaching Methods
IDENTIFIERS- ERIC Digests

R. G. Brockett in two recent articles (1988, 1990) has proposed a model for helping adult educators think about their decision making relative to ethical issues. This model describes a process that allows adult educators to draw upon their basic values in making practice decisions. The model's three interrelated dimensions or levels of ethical practice are as follows: personal value system, consideration of multiple responsibilities, and operationalization of values. Whether they acknowledge them or not, adult educators encounter ethical dilemmas in their practice on a daily basis. Some common ethical dilemmas occur in teaching adults and in program planning. A teacher may encounter ethical dilemmas when his/her personal value system regarding the appropriate conduct of the learning situation conflicts with that of students and when other responsibilities conflict with teaching or are given a higher priority than the teaching role. Two areas of ethical dilemmas are encountered in program planning: those affiliated with needs, whether "felt" or "expressed" or whether unacknowledged by the learner; and those related to fee structures. Brockett (1990) suggests the following ideas for promoting ethical practice in adult education: examine oneself, reflect on ethics in practice, examine the practices of other professions, and encourage and support a research agenda on ethics. (YLB)

ED 338 898 CE 059 661

Lankard, Bettina A.
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Business Responsibility; Career Awareness; *Career Development; Career Education; Career Exploration; *Career Planning; *Competency Based Education; Corporate Support; Elementary Secondary Education; *Guidelines; Parent Participation; Postsecondary Education; *Program Implementation; School Business Relationship; *Self Concept
IDENTIFIERS- ERIC Digests; *National Career Development Guidelines

The National Career Development Guidelines provide a comprehensive program that will lead students of all ages through a sequential process of career development. The guidelines contain 12 competencies that relate to 3 areas of career development--self-knowledge, educational and occupational exploration, and career planning. Splete and Stewart reviewed career development abstracts in the ERIC database between 1980 and 1990 to determine which strategies for implementing the guidelines are most effective and made recommendations for how the competencies may be achieved by various users. Their report is summarized in this digest. At the elementary level, more parents and community persons should be involved, increased attention should be given to self-knowledge activities, and media use should be increased. At the middle/junior high school level, recommendations include more emphasis on self-knowledge competencies, more involvement of in vocational education and the JVS, choice of future occupation, and future plans. Data revealed that student images of vocational education and JVS's needed to be improved. Students in Springfield-Clark and Lawrence County JVS feeder schools gave these reasons for not enrolling: planning to attend college; not wanting to leave friends; and programs offered. Students in Vanguard JVS feeder schools also cited the poor image of the JVS and vocational education students. All three studies cite the same implications and recommendations, including promotion of the accomplishments of graduates, provision of courses to explore vocational education, and efforts to ease the transition to a JVS. The studies also recommend further research in 11 areas, including research to explore bonds that keep students from leaving the home school, impact of increased graduation requirements, and student characteristics of enrollees in all programs. (YLB)

ED 338 916   CE 059 711

Vaughan, Roger J.
Education, Training, and Labor Markets: A Policy Perspective. NCEE Brief Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 5p.; For the paper of which this brief is a distillation, see ED 330 895.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economic Research; *Educational Economics; *Educational Finance; Elementary Secondary Education; Employment Qualifications; Human Capital; Incentives; Job Skills; Job Training; *Labor Force Development; *Labor Market; Policy Formation; Postsecondary Education; *Public Policy; Remedial Instruction; School Business Relationship; Structural Unemployment; Technological Advancement

Three important human capital questions must be addressed by U.S. policy makers: What are the effects of employer-sponsored training? Do employers invest enough in employee training? and How will accelerating technological change affect the need for employer-sponsored training and for complementary investments in education? Four policy implications of research on labor market dynamics are as follows: (1) there is no clear empirical evidence to support either increases or reduction in incentives for employer-sponsored training, but if policy makers do decide to provide further incentives, they should examine incentives to employees as well as to employers; (2) public programs, especially public schools, must prepare a much larger share of new entrants for well-paid, higher-skilled jobs; (3) remedial education or further training may deal with the problem of high unemployment rates more effectively than creating new jobs; and (4) data should be collected systematically to allow for an analysis of the level and effectiveness of all types of human capital investments. The educational system must sharply reduce the proportion of graduates with poor qualifications. Coordination will be required among employers and educational institutions. Federal and state economic policies must address the basic problem which is that those workers with problems in finding new employment need to extend their education or training. (NLA)

ED 338 917   CE 059 712

DESCRIPTORS- *Adolescents; *Child Rearing; Day Care; Financial Support; High Schools; High School Students; Human Services; *Pregnancy
IDENTIFIERS- *Learning Earning Parenting Program OH

This report presents an analysis of Ohio's early operational experience in implementing the Learning, Earning, and Parenting (LEAP) program, a statewide initiative that requires pregnant and parenting teenagers on welfare who lack a high school diploma or its equivalent to go to school. There is a reduction in the family's welfare grant if the teenager does not meet this school attendance requirement and a bonus if she does. This analysis focuses on the first year and a half of program operations in 12 counties in Ohio. Chapter 1 provides background information, a description of the development of the LEAP model, and an overview of LEAP's implementation. Chapter 2 looks at issues related to the way in which county human services agencies have assigned LEAP program functions to their staff and defined the responsibilities of those staff. Chapter 3 addresses issues that have arisen as LEAP staff have worked to identify teenagers who are eligible for the program. The linkages between schools and human services agencies necessary to operate LEAP are the focus of Chapter 4. LEAP's financial incentive system, paying bonuses and enforcing sanctions, is covered in Chapter 5. The last chapter addresses child care. In many cases, effective and ineffective strategies are highlighted. References and a list of selected related publications are included. (LLL)

ED 338 936 CG 023 747

A Small Library in Family Planning.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abortions; Annotated Bibliographies; Child Rearing; Contraception; *Family Planning; Genetics; Obstetrics; Reproduction (Biology); *Sex Education; Sexuality

This annotated listing of books is intended as a reference for anyone seeking an authoritative introduction to population and family planning information, as a world, family, or individual concern. For each entry, the International Standard Book Number (ISBN) is provided if available. The number preceding each reference represents the classification and call number of that book according to the Katharine Dexter McCormick Library system, a system designed specifically for family planning libraries. The content areas include: (1) birth control methods; (2) sterilization; (3) abortion; (4) infertility and the childless couple; (5) religious and ethical aspects; (6) genetics; (7) human reproduction; (8) andrology, gynecology, and obstetrics; (9) women's health; (10) women's movement; (11) birth control movement; (12) human sexuality; (13) human sexuality and the handicapped; (14) sexual abuse; (15) sexually transmitted diseases; (16) sexuality education for children; (17) sexuality education for teenagers; (18) sexuality education for young adults; (19) sexuality education for parents; (20) teenagers; (21) parenting; (22) professional education for sexuality educators; (23) professional education for health care services; (24) population; (25) population education; and (26) national fertility studies. Eight general reference books (e.g., a physician's desk reference, a medical dictionary, a sourcebook of sex therapy) and a list of

Hillman, Stephen B.; Sawilowsky, Shlomo S.
Profiles of Adolescent Substance Abstainers, Users, and Abusers.
PUB DATE- Aug 91
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Behavior Patterns; Differences; *Drug Abuse; *Drug Use; Intermediate Grades; Secondary Education; *Substance Abuse

Psychoactive drugs are widely available in the United States. Many, such as coffee, cigarettes, and alcohol, are used commonly and acceptably by adults. For children and adolescents sorting through the complex messages about both licit and illicit drugs is difficult. Previous research examined differences between substance users and abusers with groupings based on adverse consequence variables, personality, and psychological health. This study examined adolescent substance use with abstainers, users, and abusers for both consequence and frequency of use groupings. Self-report behavioral data (N=426) indicated robust and comprehensive differences among the three groups for both consequence and frequency of use paradigms. Distinctions observed among the three groups by using the consequence grouping paradigm were paralleled by distinctions among the three groups using the frequency of use paradigm. The implication of this finding is that when one method is economically or otherwise unsuitable to identify clinically at-risk adolescents, the other approach can be used with equal utility. Through these related but distinct dimensions a more comprehensive appreciation of these group differences emerges. The results also provide useful information about variables over which clinicians have both an interest and influence. For both clinical research and practice it is important to be attentive to behavioral risk factors as they are differentially expressed by the profiles of the three groups. (ABL)

ED 338 957 CG 023 771

Arthur, Michael W.; Kuperminc, Gabriel P.
Social Competence Predictors of Adolescent Antisocial Behavior.
PUB DATE- 19 Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Antisocial Behavior; *Interpersonal Competence; Intervention; *Males; Predictor Variables; Self Efficacy

Social competence promotion has emerged as a promising strategy for the prevention of adolescent antisocial behavior. However, although evaluations of social skills training interventions consistently have shown improvements in participants' skill levels, the evidence for long-term behavioral improvements is equivocal. Variables such as social goals, efficacy expectations, and values likely influence an individual's motivation to behave in a socially competent manner. Unfortunately, little is known about relationships among these

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Caregivers; Elder Abuse; *Family Caregivers; *Older Adults; *Public Opinion

Within the last decade, the topic of caregiving in the United States has been recognized as a significant social problem. Not only is caregiving itself a social problem, but there are a number of closely related issues such as stress and abuse which are problems in and of themselves. This study focused on public attitudes and concerns regarding the status of older adults in "Middletown." The areas of concern included government responsibility and intervention, caregiving and associated stress, and elder mistreatment. Annually, Ball State's Department of Sociology conducts the Middletown Area Survey. The data were obtained from 418 randomly selected telephone surveys. The sample ranged in age from 17 to 87 with a mean age of 43. The researchers posited that given the considerable range, age would have a significant influence on responses. The respondents expressed a wide variety of opinions and outlooks on the status and condition of older adults. Most agreed that providing long-term care in one's home for an older family member would be frustrating. Most agreed that the government should do more to help elders who cannot look after themselves. Many expressed the view that families should be willing to make financial sacrifices to place an older family member in a nursing home if they cannot be cared for at home. It was found that age did not play a consistent role in determining the respondents' attitudes. (LLL)

ED 338 977 CG 023 798

Thompson, Jay C.; And Others
Should Students Work? The Relationship between Part-Time Employment and Substance Usage.
PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Drinking; *Drug Use; Elementary School Students; Intermediate Grades; *Part Time Employment; Secondary Education; Secondary School Students; Smoking; *Student Employment; Substance Abuse

American society has placed considerable emphasis on the value of a part-time job for working-age students. This work is infrequently based upon real economic need. Many adults believe employment will teach a young person many important traits such as responsibility, time-management, budget management, and organizational skills. Although this may be the case for some young people, this study found data to support the theory that students who are employed during the school year are more susceptible to substance use and abuse than those who do not work. This study examined the relationship between student part-time employment and use of tobacco, alcohol, marijuana, cocaine, over-the-counter drugs, and other substances. Students (N=7,426) in grades 6 through 12 in six school districts in a midwestern suburban/rural setting were surveyed. Results indicated that there was a strong relationship between use of tobacco, alcohol, and marijuana and student employment. Student employment was correlated with cocaine use, and the use of other drugs. Student employment can lead to an over-commitment

Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Bronx, New York).
PUB DATE- 17 May 91
NOTE- 170p.; Serial No. 102-46.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; Federal Legislation; Hearings; *Prevention; *School Community Programs
IDENTIFIERS- Congress 102nd; *Drug Free Schools and Communities; New York (New York)

Testimony from a Congressional hearing on drug education is presented in this document. After an opening statement by Representative Major R. Owens, statements are included by Representatives Jose E. Serrano and Cass Ballenger. Testimony and/or prepared statements from these individuals are included: (1) Joseph A. Fernandez, Chancellor, New York City Public Schools; (2) Joan Goodman, District Representative, United Federation of Teachers, Bronx (New York; (3) Davina Ragland and Walesca Sosa, senior high school students, Jane Adams Vocational High School, Bronx (New York); (4) Robert York, Acting Director for Program Evaluation in Human Service Areas, General Accounting Office; (5) Ozelious J. Clement, Director, Jackie Robinson Center for Physical Culture; (6) Vincent Giordano, Director, Office of Substance Abuse Prevention, New York City Public Schools; (7) D. Max McConkey, Director, Network, Inc.; (8) Thomas Connelly, Coordinator, Special Counseling Programs, Wappingers Central School District; (9) Gerald Edwards, Director, North East Regional Center for Drug Free Schools and Communities; and (10) Michael Kiltzner and Allan Y. Cohen, Pacific Institute for Research and Evaluation. (ABL)

ED 338 996   CG 023 817

Mansfield, Wendy; And Others
Teacher Survey on Safe, Disciplined, and Drug-Free Schools. E.D. Tabs.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 51p.; Data Series: FRSS-42.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Discipline; *Drug Abuse; Drug Use; Elementary Secondary Education; National Surveys; Prevention; School Safety; *Teacher Attitudes; *Teachers

This report presents statistics on teachers' perspectives of issues related to safety, discipline, and drug use prevention in public elementary and secondary schools, resulting from a national survey of public school teachers (N=1,350) who responded to questions concerning the extent of discipline problems within schools and the nature and effectiveness of current policies and drug education programs. Tables present data for all teachers and for teachers by instructional level (elementary, secondary); type of school location (city, urban fringe, town, rural); enrollment size (less than 300, 300 to 399, 1,000 or more); region (Northeast, Central, Southeast, and West); and percentage of students receiving free or reduced-

writing. Nine first-grade teachers, six kindergarten teachers, and the principals of the two experimental schools completed a questionnaire. Scores of 163 second grade students on the Spelling subtest of the Iowa Tests of Basic Skills and the verbal subtest of the Cognitive Abilities Test indicated whether or not going through the WTR program adversely affects student abilities to spell at a later date. Results indicated that: (1) all teachers liked the "Writing to Read" program and the principals recommended continuation of the program; (2) there were considerable program effects in the areas of visual and sound recognition and no negative effects on student abilities to spell at a later date; (3) there were nearly zero effects for kindergartners in the area of reading; and (4) there were no differences in the writing samples of the groups studied. Findings suggest that spending relatively large sums of money on implementing this program can hardly be justified. (Nine tables of data are included; 22 references are attached.) (SR)

ED 339 016 CS 010 755

Dollerup, Cay; And Others
The Second, International Testing of an Experimental, Cross-National Version of a Questionnaire on the Readers' Backgrounds in the "Folktale Project." Folktale: A Cross-Cultural Interdisciplinary Study of the Experience of Literature. Paper 11.
PUB DATE- Mar 89
NOTE- 42p.; Prepared by the Research Unit for Experimental Studies in Reader Response, University of Copenhagen. For related documents, see ED 295 138-144; ED 301 858; ED 301 860; and CS 010 756-757.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Cross Cultural Studies; *Data Collection; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Questioning Techniques; *Questionnaires; Reader Response; Reading Research
IDENTIFIERS- India; Nigeria; United Kingdom

A study examined how the third version of a questionnaire on readers' backgrounds (developed for the "Folktale project", which explores similarities and dissimilarities in the response to literature from and in different cultures) fared internationally under field conditions which would not immediately be controlled by members of the project. Subjects, 20 Indian readers, 50 readers in the United Kingdom and 28 Nigerian readers, completed the questionnaire. The subjects' answers were examined to make sure that the questions elicited the "same information" cross culturally--that specific answers (and the phenomena they probed) were comparable between cultures, and yet independent of the significance attached to them in specific cultures. Results indicated that the questionnaire developed was sufficiently effective for sound statistical analyses in the final data collection round in the Folktale project. (Instructions to subjects, the third and fourth versions of the questionnaire, and an overview of the Folktale project as of March, 1989 are attached.) (RS)

ED 339 017 CS 010 756

Dollerup, Cay; And Others
Literary Analyses of the Danish, the Greenlandic, and the Turkish

This guide is the result of their efforts at brainstorming about literature selections, thematic approaches, activities, issues, and writing directions that would teach these skills. The completed guide is a working notebook of methods, which, it is hoped, will effect a radical change in students' attitudes and competencies. Aligned with current California curriculum standards, the guide is developmental and adaptable for diverse class levels. The Chart of English Competencies lists, at appropriate levels of difficulty, the following skills to be taught for grades 7-12: CAP Writing Styles; Research; Critical Thinking; Grammar; Mechanics and Rhetoric; Writing Skills; and Oral Skills/Communication. Included is a description of the writing instruction and outside reading for each year, an outline of each grade level, and a detailed description of each of the 47 literature units presented. Each unit contains: a rationale; a list of focus and goals; and activities to introduce the book, use while reading and to build on after reading. (AA)

ED 339 037 CS 213 080

Smit, David W.
Improving Student Writing. Idea Paper No. 25.
PUB DATE- Sep 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Improvement; *Learning Processes; Teacher Attitudes; *Writing Difficulties; Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Processes

It is maintained in this paper that the "crisis" in writing is more a function of instructors' attitudes and expectations than a result of how students actually write. There are various reasons to question the crisis, for example: while the results of the National Assessment of Educational Progress (NAEP)--the most careful test of writing ability for grades 4, 8, and 12--are disappointing, the NAEP is not a "normed" test and indeed there are no national norms or standards for determining how well students write. In addition, writing is extremely complex; teacher approach it with different criteria in mind and therefore often disagree about what constitutes good writing. The paper maintains that the most obvious reason students do not write well is that they do not receive much instruction in writing and they rarely write. After offering examples of how "workaday" writing (such as notetaking, journals, freewritings, and microthemes) could be used in classrooms, the paper discusses two ways of teaching the process of formal writing (the natural process and structured learning), describes the characteristics of each, and recommends some combination of the two methods. Finally, the paper outlines five steps for incorporating formal writing into college courses, discussing specifically how such a teaching strategy would work for a course in American history and giving an extensive list of possible writing forms, as well as some hypothetical assignments. Fifteen references are included. (PRA)

ED 339 038 CS 213 081

Fitts, Elizabeth H.
The Language and Educational Needs of College Students Who Speak African-American English.

Simerly, Greggory; Crenshaw, Ann C.
Uses and Abuses of Cross Examination: Preliminary Descriptive Analysis and Pragmatic Considerations of Question and Answer Types in Intercollegiate Debate.
PUB DATE- Nov 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Persuasive Discourse; *Questioning Techniques
IDENTIFIERS- *Cross Examination; Debate Strategies; *Question Types

A study analyzed sample cross-examinations in order to describe the different question and answer types that debaters use. Transcripts of five cross-examinations, which represented a variety of debate experience levels, and which were recorded at a Cross Examination Debate Association Tournament held in the Southeastern region during the 1986 Spring semester, were examined. After transcription, the dialogue was divided into units of talk, defined as a speaker's utterance occurring between the other speaker's previous and next talk. Results indicated that recording, transcribing, and coding cross-examinations was an effective method of describing the types of questions and answers utilized by debaters. Results showed that: (1) there was a fairly even number of X questions (questions having interrogative syntax and beginning with words such as when, why, who, how, which, or what) and Yes/No questions; (2) X questions prompt X answers; (3) Yes/No questions usually prompt Yes/No answers; and (4) both types of questions risk non-responsiveness by the respondent that may be intentional. Results suggest that it is sensible for debaters to use X or "wh-" questions to elicit further information about a particular issue, and that the questioner should utilize Yes/No questions to verify his or her interpretation of an issue. Results further suggest that debaters should be aware that since Yes/No questions may tend to prompt X answers, the questioner should take great care in phrasing questions so that the response is limited. (Twenty-one references are attached.) (PRA)

ED 339 058 CS 507 638

Brown, Stephanie L.
Improving Listening Skills in Young Children.
PUB DATE- Jun 91
NOTE- 111p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Listening Comprehension; *Listening Habits; *Listening Skills; Parent Participation; Phonemes; Primary Education; *Young Children
IDENTIFIERS- Retelling

A practicum focused on improving listening skills in four- to five-year-old children. The practicum targeted the following specific listening skills for improvement: (1) discriminating English phonemes; (2) recognizing words heard in a story; (3) repeating a short story; and (4) following verbal instructions. Teaching strategies which the practicum implemented in the achievement and the current mismatch of expectations between private enterprise and education. Finally, the paper highlights evolving business-education partnerships that appear to bridge the gap. Appended is an outline of a model program--Texas Communities in Schools. (51 references) (RR)

ED 339 077 EA 023 373

Sklarz, David P.
A Plan To Reorganize the Division of Curriculum and Instruction.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *Cost Effectiveness; *Curriculum Development; Elementary Secondary Education; Instructional Development; *Job Analysis; *Program Administration; *Program Costs; Salaries; School Personnel
IDENTIFIERS- *Charleston County School District SC

At the direction of the Superintendent of Schools of the Charleston County School District (South Carolina), the organizational structure and staff of the District's Division of Curriculum and Instruction was analyzed. The analysis was to focus on the assessment of organizational effectiveness in providing adequate support services, describe personnel responsibilities, and provide suggestions for improving cost-effectiveness. The analysis is organized around three areas: reexamination, redefinition, and reorganization. It is concluded that the proposed plan for reorganization will have such educational, organizational, and financial impacts as the following: (1) added instructional support for building level instructional leaders; (2) increased accountability for student performance; (3) redirected responsibilities for curricular and instructional supervisors; and (4) increased cost savings in the general operating fund. Organizational charts, personnel and financial summaries, and job descriptions are included. (LMI)

ED 339 078 EA 023 374

Sklarz, David P.
Academic Magnet Program at Burke High School.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Advanced Courses; Advanced Placement Programs; College School Cooperation; *Course Descriptions; *Curriculum Development; Higher Education; High Schools; *Magnet Schools
IDENTIFIERS- *Charleston County School District SC

A plan for the academic magnet high school (AMHS) program offered by the Charleston County (South Carolina) School District is presented in this report. A program overview describes general goals for students, which would emphasize thinking skills in all academic core areas, problem-solving skills in mathematics and research-based science, advanced computer skills, and statistical analysis. A science fair project and a "mini" thesis in fourth-year science would be required. The document then provides descriptions of advanced placement courses, accounts of each principal are given including an examination of patterns in behavior that cut across these three faculties and their leaders. Three stages are identified and described in this process: pre-conditional behavior; development/implementation; and sustaining behaviors. Implications for policy and further research are given. (32 references) (RR)

ED 339 100 EA 023 470

Duffee, William J.
Administration and the Law: An Alternative View.
PUB DATE- Jun 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Education (Kingston, Ontario, June 2-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Altruism; Discipline Policy; *Educational Administration; *Educational Policy; Elementary Secondary Education; Ethics; Foreign Countries; *Laws; Legal Problems; *Legal Responsibility; Policy Formation; Student Placement; Teacher Dismissal
IDENTIFIERS- Canada; *Positivism

An altruistic rather than positivist view of the law as it applies to educational management is proposed in this paper. The altruistic interpretation views the law as a mediator that promotes moral and ethical principles, as opposed to the traditional positivist view of law as an instrument of power. The value of an altruistic conception of the law is illustrated by examples in three areas of educational administration: student discipline, teacher dismissal, and student placement. A conclusion is that the altruistic interpretation of law is of greater benefit to educators than the positivist approach in that it utilizes the law as an ally, offers flexibility and tolerance, and is person-oriented. The recommendation is made for educators to take action by reviewing court rulings and developing policies and practices that can be supported by the courts. (26 references) (LMI)

ED 339 101 EA 023 471

Fitch, Clarence E.
Chicago School Reform: Year Two--Restructuring Instruction.
PUB DATE- Aug 91
NOTE- 13p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; Educational Change; Elementary Secondary Education; Mentors; *Minority Groups; *School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

The first year of school reform in Chicago was devoted to preparation for governance and the election of local school councils to serve in each school. The second year of school reform was devoted to continued preparation for governance and structural relationships that contribute to conflict are identified, and an analytical framework for developing a reform agenda is presented. The role of the chair as mediator is also discussed. The recommendation is made that reform be developed in a climate of constructive conflict. Five tables are included. (25 references) (LMI)

ED 339 124 EA 023 508

Antelo, Absael; Ovando, Martha N.
Levels of Environmental Uncertainty of a Site Based Management School within a Minority/Majority Context.
PUB DATE- Oct 91
NOTE- 24p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Education; *Information Needs; Minority Group Influences; *Organizational Effectiveness; *School Based Management; Teacher Attitudes; *Work Environment
IDENTIFIERS- *Texas

Findings from a study that examined the effects of school-based management on the perceived environmental uncertainty of Texas elementary school teachers are presented in this paper. Perceived environmental uncertainty is defined as a lack of clarity and significant information in the school setting. Questionnaires were administered to teachers in two elementary schools with high proportions of minority students: 32 urban school teachers in a school participating in school-based management (SBM) and 30 teachers in a non-SBM school. The SBM school was located in the inner city and was 99% Hispanic; the non-SBM had a 85% minority enrollment. Findings indicate that the SBM school exhibited lower degrees of uncertainty at both in-district and out-of-district levels than did the non-SBM school. Despite different concerns expressed by each group, both were unclear about the availability of district support services and the impact of state legislation on the job. A conclusion is that school-based management is a viable strategy for reducing and coping with environmental uncertainty. Four tables are included. (20 references) (LMI)

ED 339 125 EA 023 509

Antelo, Absael; Henderson, Richard L.
Formulating Effective Inter-Institutional Partnerships: A Policy Analysis Model.
PUB DATE- Oct 90
NOTE- 21p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Corporate Support; *Educational Cooperation; Elementary Secondary Education; *Models; Organizational Effectiveness; Policy Formation; *School Business Relationship; *Shared Resources and Services
IDENTIFIERS- Partnerships in Education

The need for educators to recognize school/business partnerships

Technology for Students with Moderate Cognitive Abilities: Selected Readings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); Annotated Bibliographies; *Classroom Techniques; Communication Skills; Daily Living Skills; Elementary Secondary Education; Interactive Video; Language Acquisition; *Mental Retardation; *Microcomputers; Teaching Methods; *Technology; Transitional Programs; Vocational Education

This annotated bibliography includes selected books, articles, and reports on the use of technology (primarily computers and interactive video) with students displaying moderate cognitive abilities. The bibliography lists items issued between 1979 and 1990. It describes four items on vocational skills/transition; six items on academic instruction; five items on language/communication; six items on access and general use characteristics; and five items on daily living skills/self-help. (JDD)

ED 339 148 EC 300 758

Carr, Annette
Visual Impairments. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 89
NOTE- 5p.; For other tech use guides, see ED 324 842-850 and EC 300 759-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); Elementary Secondary Education; Microcomputers; Reading Materials; *Sensory Aids; *Technology; *Visual Impairments; Written Language

This guide describes adaptive technology for reading printed text and producing written material, to assist the student who has a visual impairment. The special technologies discussed include auditory text access, text enlargement, tactile text access, portable notetaking devices, and computer access. The guide concludes with lists of the following aids: suggested readings; resources; periodicals; digitizers, optical card readers, and scanners; large print displays; speech recognition devices; and speech synthesizers. (JDD)

ED 339 149 EC 300 759

Williams, John M.
Technology for Work, Home, and Leisure. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 89
NOTE- 5p.; For other tech use guides, see ED 324 842-850 and EC

ED 339 168 EC 300 778

MacMillan, Donald L.
Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 48p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Interpretation; *Disabilities; *Dropout Prevention; Dropout Rate; Dropout Research; *Dropouts; *Educational Practices; High Risk Students; High Schools; Incidence; Intervention; Predictor Variables; Program Effectiveness; *Student Characteristics

This booklet addresses the difficulties of comparing and drawing meaning from dropout data prepared by different agencies, and examines the characteristics of students--and of schools--that place students at risk for leaving school prematurely. The booklet describes prevention programs and presents evidence on their effectiveness. It reviews research on school dropouts among special education populations--research that attempts to establish the magnitude of the problem, identify predictors or correlates of those at risk, and evaluate the effectiveness of programs to reduce dropout rates. It presents suggestions for teachers and administrators intended to minimize the likelihood of students' dropping out. A chapter on program implications discusses such issues as establishing dropout rates, establishing graduation/completion criteria, and adopting prevention programs. The booklet includes a list of 43 references and 47 print resources. (JDD)

ED 339 169 EC 300 779

Vincent, Lisbeth J.; And Others
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 41p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; Biological Influences; *Classroom Techniques; *Congenital Impairments; Delivery Systems; *Drug Abuse; Elementary Secondary Education; Environmental Influences; High Risk Students; Intervention; *Prenatal Influences; Preschool Education; Program Development; *Student Needs

This booklet examines what is known about the long-term effects of exposure in utero to alcohol and other drugs, as well as the educational implications of those effects. Research is synthesized on biological and medical risk factors, an important source of Gaelic books should be stressed, and that research on various aspects of this curriculum should be conducted. (MSE)

ED 339 187 FL 019 389

Griffin, Patrick E.; And Others
An Alternative Approach to Identifying a Dimension in Second Language Proficiency.
PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Applied Linguistics Association of Australia (5th, Queensland, Australia, August 1985).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Interviews; Item Analysis; *Language Proficiency; Language Tests; Oral Language; *Rating Scales; *Second Languages; Test Construction; *Testing; Test Items
IDENTIFIERS- *Partial Credit Model

Current practice in language testing has not yet integrated classical test theory with assessment of language skills. In addition, language testing needs to be part of theory development. Lack of sound testing procedures can lead to problems in research design and ultimately, inappropriate theory development. The debate over dimensionality of language and the testing of proficiency illustrates these difficulties. The introduction of confirmatory analysis should improve research on second language learning. In this paper the confirmatory use of a latent trait model (the "partial credit model") is demonstrated as a tool in the development and construct validation of an oral interview test. The model describes the relationship between an individual's proficiency and the difficulty of a language task, allowing for at least two categories of performance, in terms of the probability of a person providing a language sample adequate to earn a given score within a given limit. It was chosen because of its apparent consistency with observations over a wide range of classroom activities. Item analysis and model-to-data fit were conducted on a 29-item interview test given to 270 students. Use of the approach and model was found to be appropriate and valid. A 33-item bibliography is included. (MSE)

ED 339 188 FL 019 432

Doyle, Raymond H.
Cross Cultural Competence in International Business Environments: Implications for Foreign Languages.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the Eastern Michigan University Conference on Languages for Business and the Professions (9th, Ypsilanti, MI, April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; *Cross Cultural Training; *Cultural Awareness; *Economics Education; Educational Needs; Global Approach; Higher Education;

distinction between disorders in fluent and non-fluent aphasia is not one of simple contrast between impaired lexicon and impaired syntax. Further research is recommended. A 22-item bibliography is included. (MSE)

ED 339 208 FL 019 787

Mikkonen, Valde; Service, Elisabet
Working Practices at School, Memory Use, and Foreign Language Learning.
PUB DATE- 85
NOTE- 14p.; In: Sajavaara, Kari, Ed., and others. Finnish Psycholinguistic Papers V, Association of Applied Linguistics, Finland. p97-109. 1985.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; Classroom Techniques; Elementary Secondary Education; Foreign Countries; Grade 1; High School Students; *Learning Motivation; Memorization; *Memory; Reading Comprehension; *Recall (Psychology); Second Language Instruction; Second Language Learning; *Second Languages; *Student Attitudes; Testing
IDENTIFIERS- *Finland

Three empirical studies concerning reflective and rote learning in Finnish schools are described. In the first, a questionnaire given to school beginners reveals that during their first 12 weeks of school the children's estimates of the excitement and pleasure of learning and their conception of the role of understanding in learning decrease. The second study compared the achievement of high school students learning either a normal text or a text with paragraphs in random order. Results suggest that a text requiring greater effort at the reading stage may result in better delayed recall even if a less demanding text results in better immediate recall. The third study concerns performance on the Finnish school-leaving examination. Students who used their memory in a reconstructive way to answer essay questions appeared to do better in all of the subtests when compared with pupils who reproduced portions of their textbooks from memory. Based on these findings, some classroom instructional activities that could increase learning effort in the foreign language classroom are suggested. A brief bibliography is included. (MSE)

ED 339 209 FL 019 788

Actes du colloque sur la neologie et la formation des mots. (11/12 Nov. 1982). (Proceedings of a Colloquium on Neologism and Word Formation. Neuchatel, Switzerland, November 11-12, 1982).
PUB DATE- Jun 83
NOTE- 154p.
LANGUAGE- French; German
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adjectives; Adolescents; Creativity; Diachronic Linguistics; French; *Grammar; *Indo European Languages; Language Attitudes; Language Research; *Language Role; Latin; Linguistic Theory; *Morphology (Languages; Regional Dialects; Syntax
IDENTIFIERS- Aeneid; French (Swiss); Gender (Language); *Neologism

The nine papers in this collection include: 'L'expression du feminin dans l'adjectif latin: Genese et extension de *-ih2

*Sociocultural Patterns
IDENTIFIERS- Canada; *Italian Canadians; *Quebec

A study investigated the choice of language (French, English, or Italian) for different activities and with different individuals among second-generation Italians in Quebec through interviews with 12 adults. The report first provides a sociolinguistic profile of the subjects and identifies the social factors associated with language choice in various situations. The subsequent analysis focuses on the relationships between these factors and social interaction. Results indicate that Italian predominates over English in domestic activities, where a stable bilingualism exists. In occupational activities, English and French dominate. In the domestic realm, division of labor by gender leads women to use Italian more than men, while in the occupational and associative sphere, a similar division of labor does not appear to be linked to differential language choice. Language use in public activities seems to be determined more by social/ethnic relationships. Competition between ethnic groups for domains or occupational territory translates into ethno-linguistic division of labor. It appears that for sociopolitical reasons, Italian remains the common language among different generations of Italians in Montreal. Interview and profile forms are appended. (MSE)

ED 339 229 FL 019 907

Lang, Margaret
Discourse Analysis and the Translator.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Interpretive Skills; *Language Processing; Theory Practice Relationship; *Translation

Discourse analysis, as an approach to text, provides the teacher, student, and professional translator with resources for achieving objectivity and for making and justifying translation decisions. It offers a strategy for relating the problems and processes and discourse and the specific concerns to the objectives of the translator. It can be applied in translating all kinds of texts, scientific, legal, religious, or other. The elements addressed in discourse analysis include various text types, texture of the text, text coherence and cohesion, context and co-text, dimension (communicative, pragmatic, or semiotic), discourse (language in use) as distinguished from text (structured language sequence), genre, and register. There are two fundamental advances in translation theory attributable to discourse analysis: that (1) the relevant language unit for translating is the entire text, not the single word or sentence; and (2) dimension and co-text are indispensable for interpreting and processing source and target texts. Discourse analysis has moved away from former approaches that perceived translation as applying grammatical rules and referring to a dictionary, revealing the limitations of a bilingual dictionary as a translation tool and successfully dealing with the complex relationships between meaning, culture, and language. (MSE)

ED 339 230 FL 019 909

Friedlander, Monica
The Newcomer Program: Helping Immigrant Students Succeed in U.S.

simulations and classroom activities, reinforcement of oral language and basic literacy skills taught in other program courses, and curriculum adaptability to different jobs. Seventeen key competencies are identified. Instructional units are included in this report. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 249 FL 800 401

Shohet, Linda
Literacy Across the Curriculum: Language for Learning. Volume 6, Nos. 1-5, 1990.
PUB DATE- 90
NOTE- 67p.; "Published five times during the academic year."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Dialects; Females; Foreign Countries; *Language Usage; Learning Disabilities; *Literacy Education; Policy Formation; Readability; *Reading Instruction; Reading Skills; Student Placement; Writing Skills
IDENTIFIERS- Canada; *Workplace Literacy

This document consists of the four issues of a newsletter entitled "Literacy Across the Curriculum" issued during 1990. The newsletter covers articles on classroom and other topical issues, resources, and conferences and announcements related to language for learning. The following topics are discussed in volume 6: analyzing literacy/numeracy skills, preparing a simplified text, "copyright and wrong," dialects and Standard English, writing in the disciplines, women and literacy, a student exploration of literacy, learning disabilities and adult literacy, multiple messages in writing placement practice, readability and readability formulas, school literacy policies, organizational readiness for a literacy training program, a Canadian literacy skill survey, writing in photography, legal writing, family literacy, and Literacy 2000 (highlights of the conference). Number 3 in the series is a special issue devoted to workplace literacy. Numbers 4-5 are combined. Contains approximately 90 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 250 FL 800 402

Smith, Jennifer J.
Closed-Caption Television and Adult Students of English as a Second Language.
PUB DATE- 28 Apr 90
NOTE- 22p.; Appendices are not included in the document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; Cultural Context; Curriculum Development; *Educational Television; *English (Second Language); Humor; *Language Skills; Oral Language; *Second Language Instruction; Student Centered Curriculum; Vocabulary Development
IDENTIFIERS- *Closed Captioned Television; Reading Rainbow; Virginia (Arlington)

The use of closed-caption television (CCTV) to help teach English as a Second Language (ESL) to adults was studied with a group of adult students in the Arlington, Virginia, Education and Employment Program. Although CCTV is designed for the hearing impaired, its combination of written with spoken English in the visual context of television makes its possibilities for ESL

Department Heads; Early Retirement; *Employment Practices; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Personnel Policy; *Private Colleges; Sabbatical Leaves; Teacher Retirement; Teacher Salaries; Teacher Strikes; Teaching Load; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Niagara University NY

The collective bargaining agreement between Niagara University (New York) and the Niagara University Lay Teachers Association, a chapter of the American Association of University Professors, covering the period 1987 to 1989 is presented. The agreement covers the following items: recognition, union security, dues checkoff, discrimination policy, faculty rank criteria, tenure criteria, process for promotion of the award of tenure, program or department reduction or elimination, grievances, removal for cause, performance review for tenured faculty, policies for non-tenured faculty, departmental chairpersons (qualifications, duties, selection), leaves, retirement, early retirement, personnel files (access, notification, confidentiality), definition of the academic year, faculty workload, off-campus instruction, transfers (of faculty members from one department to another), wages, fringe benefits, no strike-no lockout clause, savings, total agreement, and duration and signature clauses. (JB)

ED 339 270 HE 025 048

Wilson, Maggie, Ed.
Girls and Young Women in Education: A European Perspective. Pergamon Comparative and International Education Series, Volume 10.
PUB DATE- 91
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Comparative Education; Educational Change; Education Work Relationship; *Females; Foreign Countries; Government Role; Higher Education; Labor Market; Secondary Education; *Sex Differences; *Womens Education
IDENTIFIERS- *Europe

This book examines the experience of European young women in secondary and higher education. After an introductory chapter by Maggie Wilson, chapter 2 (by Nadine Plateau) presents an account of the failure of educational reforms and the introduction of co-education in French-speaking Belgium to mitigate divergent patterns of choice between boys and girls. Chapter 3 (Maggie Wilson) examines curricular differentiation in England and Wales focusing on women in teaching and academia. The match between qualifications and career opportunities in France is explored in chapter 4 (Frederic Charles), while chapter 5 (Georgia Kontogiannopoulou-Polydorides) presents an analysis of the relationship between changes in education and the labor market in Greece and chapter 6 (Kathleen Lynch) contains the suggestion that girls in Ireland are subject to dual pressures to succeed in academics and to be "guardians of the moral order." Chapter 7 (Henryk Szydlowski and Grazyna Dudziak) presents data on sex differences in changing attitudes to science and technology in Poland. Chapter 8 (Isabel Alberdi and Ines Alberdi) examines attitudes and orientation in the classroom in Spain. The Swedish experience presented in Chapter 9 (Inga Wernersson) illustrates the changes brought about through a strong state

IDENTIFIERS- *Education for Employment Program WI; *Wisconsin

This paper describes the Wisconsin Department of Public Instruction's (DPI's) efforts in the area of education for employment. The efforts grew out of the Parker Project's attempt to determine the needs of business and industry in the state. This report contains the following components of the Education for Employment program, under the following headings: (1) Overview of the Parker Project; (2) Wisconsin Business and Education Survey; (3) Education for Employment: A Policy Paper; (4) Education for Employment: A School District Standard; (5) Education for Employment: Draft Administrative Rule; (6) Other Related School District Standards; (7) Education for Employment: Demonstration Grants; (8) 1985 Wisconsin Act 75; (9) DPI Information Release: Education for Employment Grants Announced; (10) Education for Employment: Demonstration Grant Sites by Cooperative Educational Service Agency Location; (11) Governor's Council on Business and Education Partnerships; (12) Preparation for Post-High School Employment and/or Further Education and Training; (13) Education for Employment: Teacher Preparation Standards; and (14) Education for Employment: Questions and Answers. (KC)

ED 338 801 CE 052 121

Poole, Vicki A.
Education for Employment: The Ultimate School-Business Partnership.
PUB DATE- 88
NOTE- 7p.; For related documents, see ED 303 625 and CE 052 120.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Basic Skills; *Career Development; Career Education; Cooperative Programs; Education Work Relationship; Elementary Secondary Education; *Employment Potential; Institutional Cooperation; *Job Skills; Public Education; *School Business Relationship; State Legislation; *State Programs; Vocational Education
IDENTIFIERS- *Education for Employment Program WI; Partnerships in Education; *Wisconsin

Having determined that neither traditional vocational education nor basic skills alone prepare students adequately for jobs and lifelong learning, the Wisconsin Legislature enacted an Education for Employment Standard that required every school district to form a school-business partnership council. The council's purpose is to guide the integration of the practical application of basic skills and economics, an understanding of business operations and the need for employability skills and attitudes, and knowledge of careers and labor market trends into the K-12 curriculum. What makes Wisconsin's Education for Employment Standard unique is that all students from kindergarten through grade 12 receive instruction and experiences in these elements: (1) business and education partnerships; (2) school-supervised work experiences; (3) employability skills and attitudes; (4) career exploration and planning; (5) practical application of basic skills; and (6) business operations and economics. The community becomes the classroom as business and education partnerships extend beyond the school walls. The Wisconsin Education for Employment Standard refocused the mission of public education by recognizing the key role schools play in job preparation and economic development. (KC)

Act of 1990 and carrying out the purpose of the new act. Section 1 addresses the issue of access of special populations students to vocational education programs. Activities that must be provided to special populations in targeted sites or program areas are listed. Major questions that may be addressed by the local advisory councils are answered, and potential local council activities are suggested. General recommendations for consideration by local councils and boards of education are made. Section 2 sets forth "Section 118 Criteria for Services and Activities for Individuals Who Are Members of Special Populations" in three areas: assurances of equal access, provision of information, and assurances. Section 3 contains questions and answers specific to the issue of access and services for special population students. The two major categories of questions deal with Section 118 and access. (YLB)

ED 338 820 CE 059 465

Toward a World-Class Workforce.
PUB DATE- 91
NOTE- 33p.; Colored background may affect reproducibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Competence; Competency Based Education; Corporate Support; *Educational Change; Employment Qualifications; *Entry Workers; Futures (of Society); *Job Skills; *Labor Force Development; Labor Needs; *School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- Illinois

A study of business and labor was conducted to define the performance skills expected of those entering the workplace in the 1990s and beyond. Survey respondents were 1,120 business people and 26 labor representatives in Illinois of whom 90 participated in follow-up roundtable discussions. Respondents identified and rank ordered nine basic skills: reading, writing, and math; communication; employability; critical thinking; group and teamwork; personal and career development; keyboarding and computer literacy; leadership; and basic concepts of technology systems. Key actions that respondents felt were essential for encouraging education to bring about needed change included the following: (1) use statewide performance standards to measure student learning; (2) report student performance achievements on report cards; (3) provide remedial education until students demonstrate mastery; (4) establish entrance requirements for vocational education; (5) test and report student performance on nine basic skills; (6) certify students who achieve industry standards; (7) establish accountability measures; (8) reevaluate credentialing of educators; (9) hold educators accountable for student performance; and (10) integrate work-based experiences. The following suggestions for business-education partnerships were made: establish business advisory groups, provide volunteer personnel, support work-based learning options, support teacher internships or summer jobs, and expand apprenticeship programs. (Names of survey respondents and roundtable participants and survey results are appended.) (YLB)

ED 338 821 CE 059 466

1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations (Executive Summary).
PUB DATE- 91

occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains seven units: (1) orientation; (2) basic electronics theory; (3) troubleshooting and repairing; (4) electronic applications for industrial systems; (5) electronic applications for consumer electronic equipment; (6) applied digital concepts; and (7) employability skills. (NLA)

ED 338 840 CE 059 530

Entertainment Marketing. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 19p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Business Administration; Competence; *Competency Based Education; Cost Estimates; Employment Potential; High Schools; Job Analysis; Job Skills; *Marketing; Merchandising; Money Management; Occupational Safety and Health; Salesmanship; Sales Occupations; *Service Occupations; Task Analysis
IDENTIFIERS- DACUM Process; *Entertainment; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for entertainment marketing. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 10 units: (1) human resource foundations; (2) marketing and business foundations; (3) promotion; (4) service technology; (5) selling; (6) pricing; (7) location; (8) entrepreneurship; (9) business functions; and (10) employability skills. (NLA)

ED 338 841 CE 059 531

Fertilizer/Chemical Sales and Service Worker. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 21p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Chemical Occupations; Agricultural Engineering; Basic Skills; Business Administration; Competence; *Competency Based Education; Employment Potential; Facility Inventory; *Fertilizers; High Schools; Job Analysis; Job Skills; Occupational Safety and Health; Sales Occupations;

performers, intellectual work performers, manual work supervisors, and intellectual work supervisors. The basic feature of factory work seems to be its two-dimensional nature--reasoning and acting. Although the introduction of new technology modifies the structure of job skill needs, the way in which it is linked to labor organization choices determines the job skill content. The emerging overall skills needs are of two main types: specialist and integrator. The new conception of work as a permanent creative process has implications for job skills, industrial relations, and training. A set of training archetypes has been developed that can be divided into traditional and specialist archetypes and highly innovative archetypes. Areas surveyed include office work, financial services, agriculture, and environment. (Detailed specifications of six archetypes are appended.) (YLB)

ED 338 860 CE 059 556

Munch, Joachim
Vocational Training in the Federal Republic of Germany. Third Edition.
PUB DATE- 91
NOTE- 234p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Apprenticeships; Disabilities; Educational History; Educational Policy; Educational Practices; Federal Government; Foreign Countries; Government Role; *Job Training; Postsecondary Education; Retraining; *School Business Relationship; Secondary Education; Skill Obsolescence; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Germany

In the Federal Republic of Germany, the individual states have exclusive responsibility for publicly run education, which includes vocational schools. Responsibility for vocational training on the job rests exclusively with the federal government. The roots of vocational training are in medieval apprenticeship training and religious and industrial Sunday Schools. The dual system refers to training in which private firms and public vocational schools cooperate. Under the vocational training act, young persons under age 18 may be trained by firms only in recognized skilled occupations. Such training must be based on the relevant training ordinance, which lays down objectives and content. Two types of vocational schools are those that primarily impart vocational qualifications and those that primarily confer qualifying certificates. Problem groups in vocational training are handicapped youth, girls, foreigners, and people without training contracts. Adult vocational training encompasses further vocational training, retraining, reactivation, and rehabilitation. Within the framework of their labor market policy, the labor authorities initiate and finance courses of vocational preparation and the improvement of integration prospects. Issues include improvement of vocational education within the dual system and financing of on-the-job training. (Appendixes include a 136-item bibliography and list of terms.) (YLB)

ED 338 861 CE 059 557

Guide to Transnational Cooperation in the Field of Distance Training.

understanding how to compute weight and balance in a light aircraft. Three to nine tasks are listed for each concept/duty. A performance objective, criterion-referenced measure, and enabling objective are provided for each task/competency. At the end of each concept/duty category, resources are listed by task. (YLB)

ED 338 879 CE 059 590

Upchurch, Richard
Aviation Technician Training I and Task Analyses: Semester II. Field Review Copy.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 137p.; For related guides, see CE 059 589-593. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Education; *Aviation Technology; Aviation Vocabulary; *Behavioral Objectives; Competency Based Education; Course Descriptions; Criterion Referenced Tests; Learning Activities; Mathematics Skills; *Mechanics (Physics); Secondary Education; Task Analysis

This guide for aviation technician training begins with a course description, resource information, and a course outline. Tasks/competencies are categorized into 16 concept/duty areas: understanding technical symbols and abbreviations; understanding mathematical terms, symbols, and formulas; computing decimals; computing fractions; computing ratio and proportions; understanding how to extract square root; understanding how to compute powers of 10; using conversion tables; understanding physics terms, symbols, and formulas; understanding the densities of various solids, liquids, and gases; understanding the aircraft weighting procedure and computation of aircraft weight and balance; understanding the application of Newton's laws of motion; understanding the relationship between heat and energy, the concept of heat transference, and the four common temperature scales; understanding how Pascal's laws, Bernoulli's principle, and Boyle's law apply to aviation mechanics; understanding the fundamentals of reading and preparing technical publications and drawings; and understanding the causes and effects of corrosion. Three to 10 tasks are listed for each concept/duty. A performance objective, criterion-referenced measure, and enabling objective are provided for each task/competency. At the end of each concept/duty category, resources are listed by task. (YLB)

ED 338 880 CE 059 591

Upchurch, Richard
Aviation Pilot Training I. Task Analyses: Semester II. Field Review Copy.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 117p.; For related guides, see CE 059 589-593. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

business persons, increased attention to benefits of educational achievement, and increased emphasis on job seeking skills. Recommendations for the high school level call for increased emphasis on activities related to awareness of interrelationship of life roles, understanding the relationship of work to the economy, and interpersonal skills. Recommendations for adults' career development include more involvement of business and industry personnel and more exposure to career planning activities. Competency-based models for delivering career development education and guidance are particularly effective. (YLB)

ED 338 899 CE 059 662

Lankard, Bettina A.
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Business Administration; Business Education; Corporate Support; Economic Opportunities; *Education Work Relationship; *Entrepreneurship; Integrated Curriculum; Job Skills; Role of Education; School Business Relationship; Secondary Education; Self Employment; *Small Businesses; *Vocational Education
IDENTIFIERS- ERIC Digests

Instruction in small business development is particularly appropriate in vocational and career education. Vocational education teaches students job-specific and employability skills and provides opportunities to use them in work experience programs. The profile of the adult entrepreneur reflects characteristics attributed to vocational education students. Most entrepreneurs are action-oriented people and come from families where one or both parents have owned a business. Entrepreneurship education can be infused into vocational education to help students anticipate and respond to change and make them aware of self-employment as an option. Vocational education-business partnerships benefit entrepreneurship by providing a structure by which business can nurture business creation. Curricula to help students learn how to start and run successful businesses have been developed by Central High School, Louisville, Kentucky, and Ocean County Vocational Technical School in Toms River, New Jersey. Recommendations for curriculum and instruction include emphasis on business planning, computer applications, managing capital, marketing, accounting, and business management. Teacher inservice workshops to encourage infusion should be offered. (YLB)

ED 338 900 CE 059 663

Adult Education. The Quality of Life. ASPBAE Courier No. 52.
PUB DATE- Oct 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal

Scribner, Sylvia; Sachs, Patricia
On the Job Training: A Case Study. NCEE Brief Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Experiential Learning; Industrial Psychology; *Interpersonal Communication; *On the Job Training; Personnel Policy; Social Environment; *Socialization; Supplies; Training Objectives; Troubleshooting; Work Environment

A case study of on-the-job training was conducted in the stockroom of an electronics manufacturer. The focus was on education embedded in ongoing work activities, in contrast to school-based learning as an activity separate from other life activities. Throughout the study, the interplay of two activities--stockroom work and stockroom training--was analyzed to determine the following: (1) the social aspects of training and working; (2) differences between work during training and experienced work; and (3) the communicative aspects of training. It is noted that, although the company recognizes the need to train new workers and experienced workers are told to train them, training is not included in job descriptions nor do workers get paid extra for it. The study reached the following conclusions: (1) although new workers were expected to take on their responsibilities without being specifically trained for them, even ad hoc on-the-job training is a powerful educative practice at least for initial levels of competency; (2) practical methods and reciprocal teaching characterized on-the-job training; (3) although the company had no specific training curriculum or plan, training methods appeared to be indigenous in workplace communities; and (4) to the extent that training does not facilitate or accelerate the process of becoming adept at troubleshooting or other demanding tasks in an organized way it cannot be fully effective in long-term career development. (NLA)

ED 338 918 CE 059 713

Inger, Morton
Community-Based Strategies for Work-Related Education. NCEE Brief Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 5p.; For a related document, see ED 320 035.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Cooperation; *Educational Improvement; *Educational Needs; Educational Philosophy; Educational Practices; *Education Work Relationship; *Institutional Cooperation; Postsecondary Education; Secondary Education; *Vocational Education

An examination of work-related education in the Pittsburgh area revealed some weaknesses of the educational system and suggested some strategies for improvement. The study found that work-related education is performed by a combination of institutions: formal secondary and postsecondary and informal postsecondary. It said that schools have evolved into very complex institutions, simultaneously serving many interests and publishers are also included. (LLL)

ED 338 937 CG 023 748

English, Jill; And Others
Drug Education through Literature: An Annotated Bibliography for Grades K-6.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 91
NOTE- 24p.; For bibliography for grades 7-12, see CG 023 749.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcohol Abuse; Annotated Bibliographies; *Bibliotherapy; *Childrens Literature; Drug Abuse; *Drug Education; Elementary Education; *Poetry; Prevention; Substance Abuse

Many people acknowledge that youth need to be educated so that they value healthy lifestyles and abstain from alcohol and other drug use. Literature particularly lends itself to these issues. In addition, language arts material and literature may specifically address issues of alcohol and other drug use by young people or their families and friends. This annotated bibliography lists some of these materials which might be used across the curriculum. The materials are not intended as a substitute for a core health or drug prevention curriculum. Instead they provide some possible means by which there can be infusion of alcohol and other drug use prevention into other academic areas so that key concepts suggested in the core curriculum are reinforced. A literary work is included in this bibliography only if the main idea could be used to generate a discussion of alcohol and other drug use. Fiction is divided into two sections for grades kindergarten through third grade and fourth through sixth grades. The poetry section is divided into these categories: (1) drinkers and drinking; (2) humor and drinking; (3) drugs; (4) smoking; (5) and humor and smoking. Grade levels are indicated. Ideas are included for preparatory and follow-up activities. (LLL)

ED 338 938 CG 023 749

English, Jill; McClure, Mike
Drug Education through Literature: An Annotated Bibliography for Grades 7-12.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 91
NOTE- 21p.; For bibliography for grades K-6, see CG 023 748.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Alcohol Abuse; Annotated Bibliographies; *Bibliotherapy; Drug Abuse; *Drug Education; *Poetry; Prevention; Secondary Education; Substance Abuse

Many people acknowledge that youth need to be educated so that they value healthy lifestyles and abstain from alcohol and other drug use. Literature particularly lends itself to these issues. In addition, language arts material and literature may specifically address issues of alcohol and other drug use by young people or their families and friends. This annotated bibliography lists some of these materials which might be used across the curriculum in grades 7 through 12. The materials are not intended as a substitute for a core health or drug prevention curriculum. Instead they provide some possible means by which there can be infusion of alcohol and other drug use variables. This study examined relationships between adolescents' social competence, social goals, efficacy expectations, values, and antisocial behavior. Eighty male adolescents targeted by a statewide delinquency and substance use prevention initiative were administered an abbreviated version of the Adolescent Problems Inventory and a self-report measure of delinquent behavior. Their teachers also completed the Child Behavior Checklist. Correlation and regression analyses indicated that social goals, efficacy expectations, and values were related to social competence ratings. Social competence ratings predicted self-reported delinquency, while values and goals were related to teacher-reported externalizing behavior problems. No differences between younger and older adolescents were observed. These findings suggest that social competence promotion interventions address participants' social goals, efficacy expectations, and values. (Author)

ED 338 958 CG 023 772

Ahmadi, Kate S.; And Others
Suicidal Behavior in Adolescent Ex-Inpatients: A Follow-Up Study.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of Suicidology (24th, Boston, MA, April 17-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Depression (Psychology); Followup Studies; Patients; Sex Differences; *Suicide

In a 1991 Gallup poll, 6 percent of American adolescents admitted to suicide attempts. This follow-up study focused on the suicidal behavior before and after admission to a private psychiatric hospital of adolescent inpatients (N=25) who were part of an original sample of 150 inpatients. Compared to the non-respondent group, the respondent group included more females, had higher Beck Depression Inventory (BDI) scores, and more frequently reported suicidal ideation. Presence/absence of ideation and number of reported suicidal attempts per year decreased significantly between admission and follow-up 1-4 years later. There were no differences between depression scores, presence/absence of outpatient treatment, or numbers of admission before and after the index hospitalization. In repeated measures analysis of covariance, there was a significant effect for the covariate Beck Hopelessness Scale score, but not for admission ideation or for BDI score. No effects upon either numbers of admissions or of suicidal attempts were found in other repeated measures. No specific treatment effects were detected. Before these apparent changes in suicidal behavior (i.e., ideation and number of attempts per year) can be attributed to hospitalization, history and maturation effects must be ruled out. (Author/NB)

ED 338 959 CG 023 773

Austin, Gregory; Sieber, Robert G.
Prevention Bibliography 1990-1991: An Annotated Guide to Information on Alcohol, Tobacco, and Other Drug Use among Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 91
NOTE- 95p.
LANGUAGE- English

to work at the expense of school. With tobacco, alcohol, and drugs a factor in today's society, it is imperative for parents, employers, and educators to ensure that students with extra spending money are not at risk of falling into the substance abuse trap through their work experiences. (16 tables) (LLL)

ED 338 978 CG 023 799

Slimmer, Virginia M.; Kejing, Dai
Experiences and Status of Chinese Rural Women: Differences among Three Age Groups.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Economic Status; *Educational Attainment; Employed Women; *Employment; Family Life; *Females; Foreign Countries; Politics; Rural Population; Trend Analysis
IDENTIFIERS- *China; *Rural Women

In Old China, working women had no rights in such matters as politics, economy, culture, society, and family life. Women were governed by the Chinese feudal society tradition. When "new" China was founded in 1949, working women made up the 7.5 percent of the total work force. By 1983, the number of working women had increased to 36.5 percent. In addition, women's work has extended far beyond its traditional range. Women are working in industry, commerce, architecture, communications, agriculture, scientific research, public utilities, and government. This study, conducted with families in 14 rural provinces, sought to determine the educational and economic status of women. Married women (N=179) in rural provinces were interviewed and questionnaires were filled out by women (N=187) working in township enterprises of the rural provinces to provide additional information about rural women. The female subjects were divided into three age groups: the young (18 to 36 years of age), the middle (37 to 55 years of age), and the old (over 56 years of age). Examination of the age groups showed that the women in the young age group were more satisfied with their lives than were women of the middle and old age groups. The younger rural women who had received more education and gained full-time employment at township enterprises were able to raise the family living conditions. (LLL)

ED 338 979 CG 023 800

Huyck, Margaret Hellie
The Senior Center Site for Geriatric Residency: Evaluation of a Model Program between the North Shore Senior Center and Evanston Hospital.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; North Shore Senior Center, Northfield, IL.
PUB DATE- 1 Oct 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aging (Individuals); *Geriatrics; Graduate Medical Education; *Graduate Medical Students; Higher Education; Models; Older Adults

This report analyzes a program designed to help educate physicians at the residency level in ways of understanding and price lunches (10 percent or less, 11 to 40 percent, 41 percent or more). Definitions are provided for terms used in the report. Highlights of the report include: (1) student alcohol use was considered a serious or moderate problem by 23 percent of teachers; (2) over 90 percent of teachers whose schools have written policies described their general discipline policies and their alcohol, drug, and tobacco policies as comprehensive and clear; and (3) almost 50 percent of teachers--both at elementary and secondary schools--indicated that a lack of or inadequate alternative placements/programs for disruptive students limited to a great or moderate extent of their ability to maintain order and discipline in their school. In addition to the data tables presenting results, the survey methodology is discussed. The appendixes include: (1) the questionnaire; and (2) standard error tables for each of the data tables in the report. (ABL)

ED 338 997 CG 023 818

On the Front Lines: Police Stress and Family Well-Being. Hearing before the the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session. Printed for the Use of the Select Committee on Children, Youth, and Families.
PUB DATE- 20 May 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Family Problems; Hearings; *Police; *Stress Variables; *Well Being
IDENTIFIERS- Congress 102nd

Testimony from a Congressional hearing on police stress and how it affects the well-being of the officers, their families and their work, is presented in this document. An opening statement by Representative Patricia Schroeder is presented. Statements are included from Representatives Frank D. Riggs, George Miller, and Frank R. Wolf. Testimony and/or prepared statements from these individuals are included: (1) Beverly J. Anderson, clinical director/program administrator, the Metropolitan Police Employee Assistance Program, Washington, D.C.; (2) Anthony E. Daniels, assistant director, Training Division, Federal Bureau of Investigation, Quantico, Virginia; (3) Leanor Boulin Johnson, associate professor of family studies, Department of Family Resources and Human Development, Arizona State University, Tempe, Arizona; (4) Jeffrey A. King, officer and peer counselor coordinator, the Metropolitan Police Employee Assistance Program, Washington, D.C.; (5) James T. Reese, supervisory special agent, Assistant Unit Chief, Behavioral Science Services Unit, Training Division, Federal Bureau of Investigation, Quantico, Virginia; (6) Cathy Riggs, former police officer, Santa Rosa Police Department and wife of Representative Frank Riggs (former police officer), Santa Rosa, California; (7) Ellen Scrivner, director, Psychological Services Division, Prince George's County Police Department, Upper Marlboro, Maryland, and president elect, Division of Psychologists in Public Service, the American Psychological Association, Washington, D.C.;, (8) Gary W. Sommers, sergeant, training services, Prince George's County Police Department, Landover, Maryland, accompanied by Kay Sommers, Landover, Maryland; (9) Aristedes W. Zavaras, chief, Denver Police Department, Denver, Colorado; (10) Suzanne F. Sawyer, executive director, Concerns of Police Survivors, Upper Marlboro, Maryland; and (11) William K. Stover, police chief, Arlington

Stories Used in the "Folktale Project." Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 12.
PUB DATE- 13 Jun 89
NOTE- 27p.; Prepared by the Research Unit for Experimental Studies in Reader Response, University of Copenhagen. For related documents, see ED 295 138-144; ED 301 858; ED 301 860; and CS 010 755-757.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; *Literary Criticism; *Reader Response; *Reader Text Relationship; Reading Research; *Student Attitudes
IDENTIFIERS- Denmark; *Folktales; Greenland; Turkey

As part of the Folktale project, which explores similarities and dissimilarities in the response to literature from and in different cultures, advanced undergraduate students in classes on literary interpretation or literary history analyzed a Danish, a Greenlandic, and a Turkish folk tale. Two male and two female students in classes on literary interpretation or literary history responded to the Danish story, "Per Smed's Whip." Four male and eight female students in a literary interpretation class discussed a Greenlandic tale, "The Barking Ones." A class of approximately 20 students of literature responded to the Turkish tale, "The Golden Apple." These analyses supplemented the reader responses obtained earlier in the folktale project by means of introspection studies and essay studies. (A list of 13 related papers and an overview of the Folktale project as of April, 1989 are attached.) (RS)

ED 339 018 CS 010 757

Dollerup, Cay; And Others
The Preparations for Charting Reader Responses in the "Folktale Project." Folktale: A Cross-Cultural Interdisciplinary Study of the Experience of Literature. Paper 13.
PUB DATE- Oct 89
NOTE- 59p.; Prepared by the Research Unit for Experimental Studies in Reader Response, University of Copenhagen. For related documents, see ED 295 138-144; ED 301 858; ED 301 860; and CS 010 755-756.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; *Questionnaires; *Reader Response; *Reader Text Relationship; Reading Research; *Research Methodology
IDENTIFIERS- Denmark; Folktales

This paper briefly reviews the state of the art in reader response research with special reference to the Danish studies in reader responses. The paper then proceeds to a discussion of a number of methodological problems inherent in setting up questions for cross-cultural (and international) studies in general, and for reader response studies in particular. The paper concludes with the first version of the questionnaire used in the "Folktale project" and describes the outcome of the test of the questionnaire with various groups of Danish readers. (Seventeen references, an appendix of data, 14 related publications of the Folktale project, and an overview of the Folktale project as of October, 1989 are attached.) (Author/RS)

PUB DATE- 7 Nov 91
NOTE- 9p.; Paper presented at the Meeting of the Alabama Association for Developmental Education (Birmingham, AL, November 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Dialects; *Black Students; *College Students; Higher Education; Language Role; *Language Usage; *Nonstandard Dialects; *Standard Spoken Usage; Student Needs
IDENTIFIERS- *African Americans

Many linguists, sociologists, and educators see the nonstandard form of speech used by African-American students as a substandard, imperfect copy of Standard English (SE), marred by a number of careless and ignorant errors, rather than as something to be studied and understood in its own right. Many African-American college students continue to exhibit nonstandard English patterns after 12 years of education. Public education has refused to see African-American English (AAE) as a legitimate form and has not developed methods to teach African-American students SE. Common phonological problems of speakers of AAE involve consonant substitutions and word misarticulations such as "ax" for "ask." The Conference on College Composition and Communication (a part of the National Council of Teachers of English) adopted a resolution of "Students' right to their own language," to which many African-American students would quickly agree. There has been only a small amount of research published about the emerging phonology of AAE speaking students. The time has come for all teachers of African-American students to seek the help they need in order to prepare these students to meet the demands of society, by guiding them into a new dialect suitable for social mobility and vocational success. (Sixteen references are attached.) (RS)

ED 339 039 CS 213 083

Gower, Susan A.
Reduction of Reversals at the Second Grade Level in the Academic Work of Students.
PUB DATE- Jun 91
NOTE- 77p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 2; Learning Disabilities; *Learning Problems; *Learning Strategies; *Mathematics Instruction; Primary Education; *Reading Difficulties; *Remedial Instruction; Thinking Skills; *Writing Difficulties
IDENTIFIERS- *Reversals (Reading)

A practicum was developed to aid second graders who were experiencing difficulties in reversals and transpositions of letters, words, and numbers in written language and math. At each teacher's recommendation, one or two children demonstrating reversal problems were given help to reduce their reversals. A series of language arts and math tests were given as pre- and posttests. Students also worked on increasing their critical thinking skills and positive attitude towards school. Activities including kinesthetic, auditory, and visual exercises were used during the study. Better communication among the second grade teachers was an objective met by holding bi-monthly meetings and having an agenda. Results of the practicum showed that by utilizing certain kinesthetic activities the number of reversals in a student's academic classroom included modeling, improving the listening environment, structuring listening activities, group activities and games, taped listening sessions, and storytelling. In addition, information on improving listening skills in the home and classroom was distributed to parents and educators through handouts and workshops. The effectiveness of the implementation was measured by means of the teacher-made pretest and posttest as well as evaluations from students in the target group, their parents, and the teacher. Results indicated improved listening skills in the target group and increased awareness of the importance of listening skills in the target group and their parents. (Six figures are included. Thirty-five references and extensive appendixes--including student data, test data, classroom activities, guidelines for implementing the strategies, and samples of information distributed to parents and educators--are attached.) (Author/PRA)

ED 339 059 CS 507 641

McDonald, Becky A.; Carrick, Tonya
Student Agency Experience in Public Relations Education.
PUB DATE- Aug 91
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, MA, August 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advertising; Educational Research; *Experiential Learning; Higher Education; *Public Relations; *Student Projects
IDENTIFIERS- *Advertising Agencies; Student Led Activities

This study examined the existence and use of student-operated public relations/advertising agencies which operate outside the classroom as well as in conjunction with a class. Journalism programs in the United States which were listed as having a public relations sequence, major, emphasis, or concentration were surveyed; of these 110 responded for a response rate of 61.4%. Results showed that: (1) 17 student-operated agencies already existed and 8 schools were in the process of establishing such agencies; (2) 70% of those contacted indicated that an agency was very useful to a student's learning experience; (3) 16 of the 17 agencies were sponsored by the Public Relations Student Society of America; (4) the majority of schools had from 1 to 3 full and part-time public relations faculty and between 1 to 150 public relations students; and (5) most of the public relations educators contacted indicated that writing skills was still the weakest subject taught. Findings suggest that student-operated agencies appear to be a good idea in theory, while in practice it may take more effort to get such a project started than schools are able to provide. (Seven tables of data are included; 17 references, survey questions, telephone survey guidelines, and the survey answer sheet are attached.) (RS)

ED 339 060 CS 507 642

Shim, Jae Chul
The Role of Mass Media and Intergroup Relations in the Process of Newcomers' Assimilation.
PUB DATE- Aug 91
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication

school/university collaboration in the Charleston area, a list of electives in the AMHS program at Burke High School, promotion and admission standards, student outcomes, and a timeline for implementation. Two charts are included. (LMI)

ED 339 079 EA 023 381

Wohlstetter, Priscilla
The Politics of Legislative Evaluations: Benefits to "Fire-Alarm" Oversight.
PUB DATE- 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (New Orleans, LA, October 26-29, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Evaluation Utilization; Supervision
IDENTIFIERS- *State Legislatures

Evaluation practices used by state legislatures to monitor educational reform are analyzed in this paper, which focuses on the link between politics and choice of oversight strategies and evaluation methods. Two oversight strategies are compared--"police-patrol" and "fire-alarm." "Fire-alarm" oversight involves selective monitoring, triggered by complaints from citizens and interest groups who bring potential problems to legislators' attention. In "policy-patrol" oversight, legislators monitor policies to detect problems during implementation. A total of 57 interviews with 16 legislators, 24 committee staff, and 17 legislative agency staff were conducted to analyze the strategies used to monitor recent educational reforms in 6 states--Arizona, California, Georgia, Florida, Minnesota, and Pennsylvania. Findings indicate that educational reform was conducted in ways that minimized time commitments and maximized political benefits for legislators. Legislators, or policymakers, preferred to utilize fire alarm techniques, and practicing evaluators tended to patrol. The recommendation is made for practicing evaluators to utilize fire alarm strategies in order to operate as efficiently as their legislative counterparts. (7 references) (LMI)

ED 339 080 EA 023 392

Russell, Roberta J.; Wright, Ruth L.
The Socialization Experiences of Minority Women in Educational Administration Positions.
PUB DATE- Jun 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Kingston, Ontario, June 2-5, 1991). Print in Appendix I may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Foreign Countries; Mentors; *Minority Groups; Role Models; *Socialization; *Women Administrators
IDENTIFIERS- *Canada

The changing racial and ethnic makeup of Canadian society has had a dramatic impact on demands for representation in leadership positions. Policies will continue to be ineffective until a attempts to restructure classroom instruction. The importance of restructuring education to match how children learn is amplified by examining the research that supports four programs that are being used experimentally in 116 schools. The first program is "More Effective Schools," concentrates on having schools adopt practices to improve student attendance, behavior, and achievement. The second and third are similar programs and are entitled "Whole Language Schools" and "Coalition of Essential Schools." Program strategies include teachers as learners, explorers, coaches, and facilitators; students as active learners; interdisciplinary teaching; cooperative learning; and use of behavioral objectives. The fourth program is "Creating a New Approach to Learning"--Project CANAL. The goal is to raise the achievement level of Black and Hispanic students in Chicago schools. The content of staff training sessions to achieve this goal is outlined. An examination of the research that supports the use of each program provides substantiation for the strategies used as well as additional techniques to encourage greater effectiveness. (12 references) (RR)

ED 339 102 EA 023 472

McGuire, Joan Feld; And Others
The Relationship between District Characteristics and the Provision of First-Year-Teacher Staff Development Programs.
PUB DATE- Oct 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; *Local Norms; Professional Development; *School Districts; School District Size; *Staff Development; Staff Orientation; *Teacher Orientation
IDENTIFIERS- *Illinois

This study analyzed the relationship between district characteristics and the likelihood that first-year teachers would be offered specific staff-development programs or would be consulted about their staff-development needs. The population comprised 434 first-year secondary and 1200 elementary teachers from Illinois. Eight hundred thirty-four teachers responded for a 51.1% return rate. Twenty-one percent of the first-year teachers were involved in first-year staff development while 37% were consulted about their staff-development needs. Wealthier, larger districts, that had less experienced staffs from independent cities and suburbs were more likely to offer induction programs for first-year teachers, p .05. Further, unit or elementary districts that paid higher teacher salaries and had less experienced staff were more likely to consult with their first-year teachers about their staff development needs, p .05. The lack of participation by districts in the staff development of their first-year teachers as well as the district characteristics related to the likelihood of offering such programs are discussed. (Author)

ED 339 103 EA 023 475

Rentz, Richard D.

and interinstitutional collaboration in a perspective generally shared among corporations is the focus of this paper. An overview of school/business partnerships is followed by a brief description of cooperative efforts that illustrates a shift toward more collaborative approaches. Some liabilities associated with current partnerships are discussed and a rational model for the development of effective partnerships is presented. Based on mission, purpose, and policy analysis, the model is composed of two main dimensions--strategic and operational. Recommendations are made to develop collaborative rather than cooperative efforts and to make educational goals a priority. An advantage of collaboration is that it allows both organizations to share in a product/service not achievable as separate entities. Four figures are included. The appendix provides guidelines for performing a mission analysis. (12 references) (LMI)

ED 339 126 EA 023 512

Hange, Jane E.; Leary, Paul A.
The Leadership Function of School Boards: West Virginia Data.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Auburn, AL, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Boards of Education; *Decision Making; Elementary Secondary Education; Local Issues; *Organizational Communication; *Problem Solving
IDENTIFIERS- *West Virginia

This study, proposed by the West Virginia School Boards Association at the request of the West Virginia Legislature's Oversight Committee was designed to examine the kinds of decisions and nature of actions of local school boards in West Virginia between July 1985 and July 1990. A qualitative research design consisting of emergent category analysis of the minutes of local school board meetings identified commonalities in decisions made and actions taken. A random sample of the minutes of two meetings by each of 55 school boards was conducted (n=110). Findings indicate that financial and personnel issue were the first and second most frequent areas of decision-making. Since 26.6% of all decisions concerned financial matters, especially Budget Supplement and Transfer decisions, it was recommended that school boards and superintendents receive training in budgeting and planning, both long and short term. It was further recommended that public interaction/presentation at meetings be encouraged and that boards receive training in school/community relations. In addition, it was recommended that boards: received training on policy creation and oversight and in the consent agenda process. (23 references) (LMI)

ED 339 127 EA 023 514

Henry, Thomas B.
The Impact of the 1988 British Reform Act on Teachers in England: Some Implications for Education in the United States.
PUB DATE- Jun 91
NOTE- 26p.
LANGUAGE- English

300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; Home Management; Independent Living; Leisure Time; Recreational Activities; Sensory Aids; *Technology; Work Environment

This guide provides a brief introduction to several types of technological devices useful to individuals with disabilities and illustrates how some individuals are applying technology in the workplace and at home. Devices described include communication aids, low-vision products, voice-activated systems, environmental controls, and aids for recreation and travel. Potential sources of funding for technology aids are noted. The guide concludes with lists of organizational and printed resources, communication aids, low-vision products, and voice-activated systems. (JDD)

ED 339 150 EC 300 760

Williams, John M.
Speech Technologies. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 90
NOTE- 5p.; For other tech use guides, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Artificial Speech; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Elementary Secondary Education; Sensory Aids; *Speech Synthesizers; Technology
IDENTIFIERS- *Speech Recognition; Voice Recognition

Speech synthesis and speech recognition systems offer access to communication and information for students with communication disabilities, thus eliminating major historical barriers to learning for these students and allowing them to participate in the school environment. This guide describes two ways of producing speech synthesis: (1) by recording, analysis, storage, and play back of a human voice; and (2) by using a set of detailed pronunciation rules. Two types of speech recognition (isolated utterances and continuous speech) are also described. Examples of individuals with visual impairments, physical disabilities, and speech impairments illustrate applications of speech synthesis and speech recognition. The guide concludes with a list of communication aids and speech recognition systems, periodicals, organizational resources, and readings. (JDD)

ED 339 151 EC 300 761

Mildly Handicapped. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90

psychosocial risk factors, and the interaction of biology and environment. A section on implications for educational personnel discusses protective factors and facilitative processes to be built into the classroom. Implications for program development and administration are also discussed, listing needed services and outlining the need for transagency/transdisciplinary service delivery. (Includes approximately 75 references) (JDD)

ED 339 170 EC 300 780

Guetzloe, Eleanor C.
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 56p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Depression (Psychology); *Disabilities; Elementary Secondary Education; *Emotional Disturbances; High Risk Students; Identification; Incidence; *Intervention; *Prevention; Program Administration; Program Development; Referral; School Role; *Suicide; Teacher Role

This booklet reviews the role of school personnel in detecting signs of depression and potential suicide, taking appropriate actions, and developing and implementing treatment programs. An introductory chapter notes factors related to depression and suicide that may be evident in exceptional children. The second chapter provides a research synthesis focusing on prevalence rates, risk factors, assessment techniques, contagion, and outcomes of school programs. The third chapter looks at implications for practitioners including detecting early signs of depression, notifying parents, making appropriate referrals, assisting in follow-up after a suicide threat or attempt, providing continued support to the depressed student, and developing appropriate individualized education programs. The last chapter looks at implications for program development and administration, including the need for a comprehensive plan through cooperation among the home, the school, and the community and promulgation of a comprehensive plan for policy, procedures, and training of school personnel. Also included are 94 references and lists of 14 suggested publications, professional associations, support groups, and public and private research centers. (DB)

ED 339 171 EC 300 781

Baca, Leonard M.; Almanza, Estella
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 66p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

*International Trade; Second Language Instruction; *Second Language Programs

Cross-cultural competence is a recent movement with important implications for foreign language teaching, schools of business and economics, and firms engaged in either international or national commerce. Until now, it has not been adequately addressed. Higher education must investigate strategies for more effective integration of culture into the language and communicative components of the curriculum for international business and economics. In addition, students should be made aware of the growing phenomenon of globalization and world interdependence and the need for cross-cultural competence for improved international relations. The ethnocentrism predominant in American culture must be addressed as an obstacle to cross-cultural competence. Materials and curricula that challenge cultural assumptions can be presented in separate courses or integrated into subject-area courses in marketing, management, or labor relations. Closer cooperation between foreign language departments and schools of business and economics must receive high priority. In fact, the whole educational system must be restructured to react more quickly and appropriately to the constantly changing competitive world environment. Cross-cultural competence has both pragmatic and humanistic consequences for individual and world cultures. (MSE)

ED 339 189 FL 019 440

Melanges pedagogiques 1989 (Pedagogical Mixtures 1989).
PUB DATE- 90
NOTE- 88p.
LANGUAGE- French; English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; *Cultural Awareness; English (Second Language); Foreign Countries; French; Higher Education; Independent Study; *Language of Instruction; *Language Research; *Languages for Special Purposes; Language Teachers; *Large Group Instruction; Listening Comprehension; Research and Development Centers; Second Language Instruction; Second Language Learning; *Second Languages; Teacher Education
IDENTIFIERS- Madagascar; Tunisia

Seven articles, presented in English or French, address aspects of second language instruction. (Articles written in English have an abstract in French and articles in French have an accompanying English abstract.) They include the following: "Bilan d'une experience de sensibilisation interculturelle pour enseignants" (Report of an Experiment in Intercultural Sensitization for Teachers) (S. Bailly and I. Tolle); "'Listen for Yourself': A Small Handbook for Improving Aural Comprehension of English without a Teacher" (J. Bowden and M. Moulden); "Le Francais langue d'enseignement universitaire en Tunisie et a Madagascar: Compte rendu de deux actions de formation" (French for Academic Purposes in Tunisia and in Madagascar: Report of Two Teacher Training Programs) (F. Carton, M. Cembalo, and R. Duda); "Apprendre a apprendre en grand groupe" (Learning to Learn in a Large Group) (O. Regent); "Keeping Secrets: ESP/LSP and the Sociology of Knowledge" (P. Riley); "Learner's Representations of Language and Language Learning" (P. Riley); and "'There's Nothing as Practical as a Good Theory': Research, Teaching and Learning Functions of Language Centres (P. Riley). (MSE)

ED 339 190 FL 019 490

comme morpheme de feminin grammatical en indo-europeen" (The Expression of the Feminine in the Latin Adjective: Genesis and Extension of the -ih2' as Grammatical Feminine Morpheme in Indo-European); "Lexikalische Neologismen und Wordbildung in Vergils Aeneis" (Lexical Neologism and Word Formation in Virgil's "Aeneid"); "Creativite lexicale et tabou linguistique (Presentation de faits Indo-Europeens)" (Lexical Creativity and Linguistic Taboo Presentation of Indo-European Facts); "Dynamique, fonctionnement et evolution dans la formation des mots" (Dynamic, Function, and Evolution in the Formation of Words); "Zur Konception der Wortbildung in Einer Lexikalistischen Syntax" (On the Conception of Word Formation in A Lexical Syntax); "Semantique et formation des mots" (Semantics and Word Formation); "Aspects enonciatifs et fonctionnels de la neologie lexicale" (Enunciative and Functional Aspects of Lexical Neologism); "Neologismes dans le francais de la Suisse romande (Resume)"; (Neologisms in Swiss French Resume); and "La 'neologie' dans Lexikalistischen Syntax" (On Neologisms in Swiss French Resume); and son contexte social: Identite et langage dans une bande de jeunes" ("Neologism" in Its Social Context: Identity and Language in a Group of Young People). (MSE)

ED 339 210 FL 019 789

Actes du colloque sur la didactique des langues aujourdi'hui: Pratiques et realite. (29 Sept./1 Oct. 1983) Proceedings of a Colloquium on the Teaching of Modern Languages Today: Practice and Reality. (September 29-October 1, 1983) .
PUB DATE- May 84
NOTE- 224p.
LANGUAGE- French; English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); Curriculum Design; Educational Philosophy; Foreign Countries; *Grammar; Independent Study; Interviews; Language Research; *Modern Languages; *Pronunciation Instruction; Reading Comprehension; Second Language Instruction; *Second Languages; Student Attitudes; Teaching Methods; Teaching Skills; Television; Videotape Recordings

The eight papers in this collection include: "Un enseignant de langues a la recherche de la pierre philosophale" (A Language Teacher in Search of the Philosopher's Stone); "Apprentissage autodirige: Compte rendu d'experience 1978-83" (Self-Directed Learning: Report of Experience 1978-83); "Teaching Without a Language Syllabus But With a Linguistic Focus"; "Video et apprentissage des langues: l'interview sur le terrain" (Video and Language Learning: On-the-Street Interviews); "Sur quelques aspects interculturels et metalinguistiques de la comprehension d'un document en classe de langue" (On Several Intercultural and Metalinguistic Aspects of the Comprehension of a Document in Language Class); "La methode, l'attente des eleves et l'aptitude du professeur. Reflexions sur une experience d'enseignement a l'Universite de New York" (Method, Student Expectations, and the Professor's Aptitude); "Defense et illustration de la grammaire traditionnelle" (Defense and Illustration of Traditional Grammar); "La pedagogie de la prononciation et l'approche communicative: Ou en sommes-nous?" (Pronunciation Instruction and the Communicative Approach: Where Are We?). Each paper is followed by a discussion and response. A concluding essay and lists of presenters and participants are also provided. (MSE)

Schools. Program Information Series Guide, No. 8.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Check Lists; Curriculum; Elementary Secondary Education; *English (Second Language); *Immigrants; *Limited English Speaking; Minority Groups; Models; Program Descriptions; *Program Development; Refugees; Student Adjustment
IDENTIFIERS- Hayward Unified School District CA; International High School NY; Los Angeles Unified School District CA; *Newcomers

The innovative newcomer program concept, developed as a model to meet the needs of the growing limited-English-proficient (LEP) population in American classrooms, is described. Newcomer programs function as temporary stopovers for recently arrived LEP immigrant and refugee students. They operate on the assumption that LEP newcomer students need a period of adjustment not only to the education system but also to the U.S. social environment. These students face such challenges as language limitations, less than age-appropriate education, lack of familiarity with the U.S. school system, and personal trauma and low self-esteem. Newcomer programs feature orientation to school and society, specialized curriculum, access to support services, individualized attention, specialized teacher training, and multicultural education. A variety of newcomer programs are in place in California, Illinois, New York, Pennsylvania, and Massachusetts. Newcomer identification and placement are described, along with program components and support services of the newcomer curriculum. Three models are discussed, including: all day, school within a school (Los Angeles); half day, separate site (Hayward, California); and all day, separate site (Long Island City, New York). Legal guidelines for newcomer programs are also provided, and sample curricula and a checklist for developing a newcomer program are appended. Contains 6 references. (LB)

ED 339 231 FL 019 915

Rhodes, Nancy; And Others
Review of the Partial Immersion Program: Key Elementary School, Arlington, Virginia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 18p.; For related documents, see FL 019 916-919.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *English (Second Language); Grade 1; *Immersion Programs; Inservice Teacher Education; Language Skills; Parent Attitudes; Participant Satisfaction; *Primary Education; Program Evaluation; School Community Relationship; *Spanish
IDENTIFIERS- *Arlington Public Schools VA

The partial immersion program at Key Elementary School in intriguing. Consideration must be given, however, to programs with appropriate content, appropriate length, and verbatim or quasi-verbatim captioning. Experimentation was done with "Sesame Street," a soap opera, a courtroom drama, and an episode of PBS's "Reading Rainbow" called "Ludlow Laughs." The latter was the most successful due to its use of adult emotions, simple language, verbatim captioning, slow narration, overall length, lack of copyright restrictions, and inclusion of other segments about comedy and laughter. Among the findings are the following: students repeated phrases of the text while watching and anticipated the spoken text on third and fourth viewings; students used new and unusual vocabulary from the program in follow-up discussions and written exercises; and students with advanced speaking and listening abilities show the best ability to use CCTV. Contains 5 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 251 FL 800 404

International Literacy Year (ILY), 1990.
PUB DATE- Jun 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Comparative Analysis; *Developing Nations; Educational Needs; Educational Objectives; Foreign Countries; *Illiteracy; *International Programs; Position Papers
IDENTIFIERS- *International Literacy Year 1990; *UNESCO

Information is presented in recognition of the United Nations General Assembly proclamation of 1990 as International Literacy Year (ILY). It is shown that, in 1985, there were an estimated 889 million adult illiterates in the world (more than 25% of the adult population), and more than 100 million children of primary school age in developing nations who were not enrolled in school. The majority of adult illiterates are women, and the highest rate of adult illiteracy is the 54% rate in Africa, compared to 36% in Asia and 17% in Latin America. The Plan of Action for International Literacy Year is reported, along with six UNESCO-endorsed objectives, the role of the UNESCO secretariat, principles of action, mobilization of non-governmental organizations, action by the United Nations Family, major events, and planned publications and documents. Facts and figures about world literacy are illustrated in graphs, maps, and the official ILY logo. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 252 FL 800 405

Collignon, Francine Filipek; And Others
ESL/Literacy for Adult Non-Native Speakers of English. A Handbook for Practitioners.
PUB DATE- 91
NOTE- 171p.; Pages 6-7 may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Action Research; Agency Cooperation; Change Agents; *English (Second Language); *Literacy Education; Outreach Programs; Program Evaluation; *Second Language Instruction; *Student Centered Curriculum

policy. Chapter 10 (Astrid Kaiser) examines the situation in West Germany. The final two chapters (by Maggie Wilson) present, respectively, an overview of conditions for women students in Europe and a conclusion which suggests policy implications. Many chapters contain tables and figures and all include references. An index and notes on the contributors are included. (JB)

ED 339 271 HE 025 049

Morrison, James L.; Ashley, William C.
New Tools, New Times: Strategic Planning. A Seminar Focusing on Proactive Management Techniques (Chapel Hill, North Carolina, June 17-19, 1991).
SPONS. AGENCY- North Carolina Univ., Chapel Hill. School of Education.
PUB DATE- 91
NOTE- 146p.; Some appendices may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Education; *Educational Administration; Higher Education; Institutions; *Long Range Planning; *Planning; Thinking Skills; Trend Analysis; Workshops
IDENTIFIERS- Environmental Scanning

This handbook was designed to accompany a three-day workshop for senior administrators in higher education on proactive management techniques in higher education. Proactive management allows for anticipating change and managing uncertainty in place of crisis management or reactive actions. The workshop covered: (1) strategic thinking; (2) outside-in thinking (with examples from the corporate world); (3) how to establish a strategic trend intelligence system (steps include developing a program structure, developing a scanning taxonomy, organizing files electronically, identifying literature sources and data bases, assigning scanners to information resources, training scanners, training abstractors, using scanning newsletters and issue briefs); (4) doing an environmental vulnerability audit (steps include identifying institutional underpinnings, identifying developments that could damage those underpinnings, evaluating the likelihood of impact of these developments, reviewing threat patterns); and (5) issues management: the role of decision (discussing implementation steps, strategy support requirements, selecting strategies, and implementation). Several worksheets for completion during the seminar are included. Also included are over 200 references and the following 5 appendixes: "Environmental Scanning at the Georgia Center for Continuing Education: A Progress Report"; an environmental scanning notebook; an issue of "Lookouts: Newsletter of Environmental Scanning of the Georgia Center for Continuing Education"; a summary of future concerns as scanned by Cardinal Stritch College (Wisconsin) and information on the seminar leaders. (JB)

ED 339 272 HE 025 050

Frost, Susan H.
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

ED 338 802 CE 054 693

Martin, Rachel, Ed.
Focus on Basics. Volume 2, Number 3.
PUB DATE- 90
NOTE- 17p.; Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; Community Development; *Community Education; *Cultural Context; Cultural Influences; *Educational Practices; *Health Promotion; Minority Groups; Nonschool Educational Programs; Student Centered Curriculum; Theory Practice Relationship
IDENTIFIERS- Connecticut; Mexico; Puerto Rico

This document, designed to provide adult educators with information on innovative and effective teaching practices that involve participants in their own education, contains the following articles: (1) "Teaching about Aids: Responding to Culture" (Udin), which points out the hidden issues of culture in AIDS education and explains how to plan programs from a cultural perspective and how to increase participants' feelings of self-efficacy; (2) "Effective Practice: Developing 'Companarismo,' Learning about AIDS" (Aronoff), which describes classroom experiences at a Latina women's collective; (3) "Blackboard" (Garcia), which provides observations about building community education programs on AIDS prevention in Connecticut, Puerto Rico, and Mexico; (4) "Research within Reach" (Garcia), which describes the approaches to AIDS education being developed by prison inmates, hairdressers, activists, and teachers and tells how to order the materials that have resulted from those approaches; and (5) "Materials that Matter," an annotated list of 18 materials (videos, publications, and cartoons) and how to order them. (CML)

ED 338 803 CE 057 199

Carlock, Jeanne M.
Improving Vocational Education through Community-Based Organizations. The Transition to Independence Project. Final Report.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 31 Aug 89
NOTE- 42p.; For a related curriculum see CE 059 599.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Organizations; Curriculum; *Daily Living Skills; *Disabilities; Education Work Relationship; High Schools; High School Students; *Peer Counseling; Pilot Projects; *Program Effectiveness; *Special Education; Transitional Programs; *Vocational Education

A field test was conducted of the "Transition to Independence Curriculum" that was developed in 1987-88 by the Endependence Center in Norfolk, Virginia. The curriculum includes peer counseling and other services to help students with disabilities become independent. During the field test, the peer counselor met with students at each of three schools, and the curriculum was piloted in one vocational class and three special education classes. A review of the field test showed that 17 project participants benefited in 1988-89 from peer

NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Cooperative Programs; *Coordination; Corporate Support; Correctional Education; Economically Disadvantaged; Educational Improvement; *Educational Quality; Employment Potential; Federal Legislation; Followup Studies; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Program Effectiveness; *School Business Relationship; Secondary Education; Sex Stereotypes; *Special Needs Students; Statewide Planning; Technology Transfer
IDENTIFIERS- *Illinois; Job Training Partnership Act 1982

This document consists of five 3-year follow-up reports to a series of technical reports that presented 44 recommendations and 210 suggested activities for improving vocational education and job training in Illinois. Each report has three sections. The executive summary provides background and describes actions taken during 1989, 1990, and 1991 to address the suggestions and recommendations of the respective technical reports. It suggests future directions for continued enhancement and states pertinent recommendations. The overview section highlights the follow-up actions resulting from suggested and recommended activities. Each report follows up the 4 to 14 technical reports related to each of these 5 topics: (1) coordination; (2) education for employment; (3) private sector involvement; (4) quality in vocational education; and (5) special populations. The third section lists abbreviations and acronyms. The five follow-up reports recommend that the private sector identify industry needs for education and job-specific preparation. The following actions are recommended for the Illinois State Board of Education: (1) establish performance standards for vocational-technical education participants; (2) implement a process for retraining, upgrading, and maintaining the Illinois work force as part of the education for employment policy; (3) place priority on issues of program access and provision of services for special populations; (4) use input from the private sector; and (5) meet with other agencies to identify ways to work together. (YLB)

ED 338 822 CE 059 473

An In-Service Resource Team Approach To Assist Vocational Counselors or Teachers Who Recruit and Provide Career Counseling and Transitional Skills to Disadvantaged Students. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Dec 88
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Computer Uses in Education; Counseling Services; Counselor Training; *Disadvantaged Youth; Educational Needs; *Education Work Relationship; High Schools; *Inservice Teacher Education; Job Skills; Needs Assessment; Program Development; Program Implementation; Regional Schools; Student Recruitment; Teacher Improvement; Teacher Workshops; *Vocational Education; *Vocational Evaluation; Vocational Schools

Service Occupations; Task Analysis
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for fertilizer/chemical sales and service workers. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupation. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains eight units: (1) general safety precautions; (2) customer services; (3) merchandise delivery; (4) business management; (5) inventory; (6) agricultural mechanics; (7) fertilizer/chemical formulation and application; and (8) employability skills. (NLA)

ED 338 842 CE 059 532

GRADS. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 23p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Basic Skills; Child Development; Child Rearing; Communication Skills; Competence; *Competency Based Education; Employment Potential; Family Relationship; High Schools; Job Analysis; Job Skills; Money Management; *Moral Issues; *Parenting Skills; Peer Relationship; *Pregnancy; Self Concept; Self Esteem; Task Analysis; Values
IDENTIFIERS- DACUM Process; *Graduation Reality and Dual Role Skills Program; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for the GRADS (Graduation, Reality, and Dual Role Skills) program. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to deal with personal, home, and work stresses. Within that ouline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains four units: (1) positive self; (2) pregnancy; (3) parenting; and (4) economic independence. (NLA)

ED 338 843 CE 059 533

Graphic Communications--Commercial Photography. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 36p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Continuing Education; *Cooperative Programs; Developed Nations; *Distance Education; Educational Philosophy; Foreign Countries; Guidelines; Independent Study; Institutional Cooperation; *International Cooperation; *International Educational Exchange; *International Programs; Postsecondary Education; Program Administration; *Program Development
IDENTIFIERS- *European Community

This guide was developed to help administrators develop transnational distance education programs. It is organized in the order in which a cooperative project develops, using a question-and-answer format. The first seven chapters of the guide are structured to reflect the successive phases of a project: (1) Why should transnational cooperation be set up? (2) how to find the right partners; (3) how to define and agree on a working program; (4) how to define and agree on a financial plan; (5) how to obtain support for a project; (6) how to administer a cooperation project; and (7) how to use the results of cooperation. The eighth chapter contains a brief description of a few typical cases of transnational cooperation; for its examples, it refers to and quotes from the first seven chapters. The ninth chapter is a summary of some of the programs being promoted by the Commission of the European Communities, and the 10th chapter contains useful background on information sources. (KC)

ED 338 862 CE 059 558

Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in the United Kingdom.
PUB DATE- 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemical Industry; Competence; Developed Nations; Educational Needs; Emerging Occupations; Employment Qualifications; *Environmental Standards; Foreign Countries; Futures (of Society); *Job Analysis; Labor Force Development; *Metal Industry; *Occupational Information; Pollution; Postsecondary Education; Secondary Education
IDENTIFIERS- *Environmental Protection; *United Kingdom

A study analyzed the occupational structure and qualifications associated with the field of environmental protection in the metal and chemical industries in the United Kingdom. The analysis included nine case studies based on interviews with firms in the chemicals and metals sectors. Information was gathered within an analytical framework that included functional areas of work, occupational families, core tasks, and modules of competence for selected jobs. Lists of the requirements for each of these areas were compiled. The study concluded that environmental management comprises environmental awareness and technical ability. It also determined that there will be a need for wider awareness of pollution control and for multiskilled employees. Areas of potential training needs

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aircraft Pilots; *Aviation Education; *Aviation Technology; *Behavioral Objectives; Competency Based Education; Course Descriptions; Criterion Referenced Tests; Federal Regulation; Learning Activities; *Meteorology; Navigation; Radio; Safety; Secondary Education; Task Analysis; Weather

This guide for aviation pilot training begins with a course description, resource information, and a course outline. Tasks/competencies are categorized into 12 concept/duty areas: understanding safe procedures in the flight environment; understanding safe procedures in the airport environment; understanding Federal Aviation Regulations concerning controlled, uncontrolled, and special use airspace; understanding the use of aircraft radio communications; understanding basic procedures for preflight, start, and taxi for a typical light aircraft; understanding the effect of weather on flight performance; interpreting written weather data; interpreting graphic weather data; understanding basic navigational charts; operating the slide graphic computer; and understanding three basic navigational methods. Four to nine tasks are listed for each concept/duty. A performance objective, criterion-referenced measure, and enabling objective are provided for each task/competency. At the end of each concept/duty category, resources are listed by task. The final assignment calls for passing the Federal Aviation Administration's Private Pilot Written Tests. (YLB)

ED 338 881 CE 059 592

Upchurch, Richard
Aviation Pilot Training II. Task Analyses: Year II. Field Review Copy.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 88p.; For related guides, see CE 059 589-593. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aircraft Pilots; *Aviation Education; *Aviation Technology; *Behavioral Objectives; Competency Based Education; Course Descriptions; Criterion Referenced Tests; Decision Making; Learning Activities; Navigation; Safety; Secondary Education; Task Analysis; Traffic Circulation

This guide for aviation pilot II training begins with a course description, resource information, and a course outline. Tasks/competencies are categorized into 10 concept/duty areas: understanding aircraft staffs and procedures for safe recovery; understanding procedures for constant altitude turns; understanding procedures for traffic pattern operations; understanding how altitude and movement in flight affect the human body; understanding short and soft field operations; understanding procedures for planning a low altitude cross-country flight; understanding the factors that affect decision making in aviation; understanding accident reporting, private pilot privileges and limitations, flight operations, and use of technical publications; understanding planning and procedures for night flight; and understanding procedures for the Federal Aviation Administration's private pilot night check. Four to 11 tasks are listed for each concept/duty. A performance objective, criterion-referenced measure, and enabling objective are provided for each task/competency. At the end of each

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Literacy; *Developing Nations; Economic Development; Educational Needs; Family (Sociological Unit); Family Influence; Family Role; Foreign Countries; *Literacy Education; Nonformal Education; Quality of Life; Sex Discrimination; *Sex Fairness; *Womens Education
IDENTIFIERS- Africa; *Asia Pacific Region; China; India; Pakistan; South Africa; Sri Lanka

This issue of the "Courier" examines the quality of life as it can be improved by adult education, especially in the countries of Asia, Africa, and the South Pacific. It also looks at the need for women's education. The following six articles are included: (1) "The Future of the Family" (Federico Mayor); (2) "Her Words on His Lips: Gender Popular Education in South Africa" (Shirley Walters); (3) "Literacy among Women in India" (Nishat Farooq); (4) "Second Cycle Development Problems and the Role of Adult Education: A Case Study of Sri Lanka" (Mohottige U Sedere); (5) "Rural Nonformal Education in China" (Dong Mingchuan); and (6) "The Adult Basic Education Society of Pakistan" (Vincent A. David). (KC)

ED 338 901 CE 059 664

Beck, Robert H.; And Others
An Uncommon Education: Interaction and Innovation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Cooperative Planning; Coordination; *Educational Cooperation; *Educational Innovation; Educational Research; High Schools; *Integrated Curriculum; *Interaction; Pilot Projects; Student Attitudes; Teacher Attitudes; *Vocational Education

During 1990, a model of general education in which academic studies were challenged by a new vision of vocational preparation was pilot tested. Anticipated outcomes were a renovation of academic and vocational education through the interaction of collaborating teachers and an enriched form of vocational education. The pilot testing involved seven steps: (1) selection of sites--a large metropolitan area in Minnesota and a rural area in Wisconsin; (2) selection of five vocational and five academic teachers at each site; (3) planning and staff development with educators from each pilot site; (4) review and development of the curriculum units; (5) teaching of the curriculum; (6) assessment of the impact of the curriculum intervention; and (7) data analysis and reporting. Evidence was collected through observation, interviews, and student questionnaires. Students reached the planned objectives of the unit of instruction, experienced a richer general education and a different vocational education, exhibited a positive attitude change, and perceived teachers as working together. Teachers taught new content, organized and presented material differently, learned how to continue collaboration, and improved communication among themselves. Recommendations are made for more field work to expand and refine knowledge on integration and innovation in vocational and academic education and research to restructure and redesign the comprehensive high purposes. As a result, schools must spend time negotiating politically rather than formulating and implementing strategic plans that emphasize one goal over another or that focus resources. Analysis of the work-related education system as a whole shows a lack of a unity of purpose and cooperation among various jurisdictions and entities. Community-based planning for improvements in the work-related educational system requires regional leadership, performance indicators, testing and counseling, and collaborative program development. A formal cooperation system was not advocated. Rather, activities could improve the system by shaping perceived goals and objectives; facilitating needed changes; advocating changes in laws, regulations, and procedures that create dysfunctional incentives; and improving the quality of information available to students, employers, and providers of education and training. (KC)

ED 338 919 CE 059 715

Inger, Morton
Youth Training in the U.S., Great Britain, and Australia. NCEE Brief Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 5p.; For the document on which this brief is based, see ED 336 616.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; *Education Work Relationship; *Employment Patterns; Foreign Countries; *Job Training; Labor Market; Outcomes of Education; Postsecondary Education; Unemployment; Vocational Education; Wages; *Youth Employment
IDENTIFIERS- *Australia; *Great Britain; United States

An initial analysis of self-reported, formal, postschool job training and the labor market outcomes of that training in Great Britain, Australia, and the United States was made through a study of survey results in each of the countries. The data revealed that there is not one kind of training, but various kinds for different purposes, with important differences among training sources, their determinants, and their consequences for wages and employment. The data also showed different patterns of skill acquisition over the early work career, varying by education, demographic group, and apprenticeship status in each country, as well as across countries. Some specific findings are the following: (1) in all three countries, the level of schooling attained by a worker is an important predictor of postschool training and labor market success, better-educated workers are more likely to receive employer-provided training, and employer-provided training has the greatest effect on raising wages and reducing unemployment; (2) in the United States, workers receive low initial levels of training but accumulate more training with time on the job, whereas in Great Britain and Australia, training is concentrated in the early work years; (3) in the United States, most training is provided by employers, whereas in the other two countries, it is mostly provided by schools and other off-the-job sources; (4) in the United States, training yields higher returns, in terms of wages, than in the other countries; and (5) poorer youths in all three countries receive less training. (KC)

ED 338 920 CE 059 737

prevention into other academic areas so that key concepts suggested in the core curriculum are reinforced. A literary work is included in the bibliography only if the main idea could be used to generate a discussion of alcohol and other drug use. The literature cited is categorized into four genres: fiction books; short stories; poetry; and nonfiction books. Grade levels are indicated for some works, denoting recommended age groups, not necessarily reading levels. Ideas are included for preparatory and follow-up activities. (LLL)

ED 338 939 CG 023 750

Youth-School-Community Resources. A Guide to Resources for Youth and Families in Texas.
SPONS. AGENCY- Texas State Governor's Office, Austin. Criminal Justice Div.
PUB DATE- 90
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; *Family (Sociological Unit); National Programs; *School Community Relationship; State Programs; *Youth

This Youth-School-Community Resource Guide is a reference manual of state and national programs for Texas youth, their schools, and their families. The agencies and organizations contained in this guide are divided into the following sections: (1) education programs; (2) service agencies; (3) university system services; (4) state agency services; (5) out-of-state/national agencies; and (6) hotlines. For each agency or organization there are: a program description stating the agency's purpose or goals; basic information about the services provided; a list of services provided; and the address and telephone number where additional information is available. In cases where the age range or eligibility requirements are specific, they have been stated. (LLL)

ED 338 940 CG 023 751

Rifenbary, Deborah
An Introduction to Multicultural Issues in Career Development.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Career Development; Counseling Techniques; *Counselors; *Cultural Differences; Ethnic Groups; Minority Groups; Models; Postsecondary Education; Secondary Education
IDENTIFIERS- Cross Cultural Counseling

Becoming a culturally skilled career counselor is an important step in working effectively with ethnic minorities. Much of the professional literature has indicated that a traditional counseling model, one that has been derived from a traditional white middle class model, may not be effective in working with culturally diverse clients. The model described in this paper

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Children; *Drinking; Drug Abuse; *Drug Use; Elementary Secondary Education; Epidemiology; *Prevention; Program Effectiveness; Research; *Substance Abuse
IDENTIFIERS- Risk Assessment

This bibliography consists of an indexed collection of 230 references, with abstracts, to literature published between January 1990 and June 1991 on alcohol, tobacco, and other drug use among school-age youth in the United States, and what can be done to prevent or reduce use. The main focus is on research, specifically epidemiological surveys, investigations of risk factors, and prevention program evaluations. General discussions, literature reviews, and program descriptions were included if they seemed helpful in understanding the nature of the problem and developing programs to address it. Because of the dearth of information about program effectiveness, program evaluations from other English-speaking countries were also included. The bibliography lists documents with their abstracts alphabetically by author. The index follows, with entries for subjects and specific drugs discussed and type of document. Index terms indicate which designate population types and geographic areas refer to research or other literature which specifically discusses them. Author abstracts tend to be limited to a summary of the findings, saying little about implications for practice or further research. While this guide relies heavily on existing author abstracts, these abstracts were revised as necessary, based on examination of the study, to ensure thoroughness. It was also necessary to write many new abstracts for this bibliography. In developing this guide an extensive literature search was conducted through the major computerized databases (ETOH, DRUGINFO, ERIC) and expanded upon through manual searches of books, publishers' lists, and printed current awareness bibliographies. (ABL)

ED 338 960 CG 023 774

Bodinger-de Uriarte, Cristina; Austin, Gregory
Substance Abuse among Adolescent Females. Prevention Research Update No. 9.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Drug Abuse; *Females; Smoking; *Substance Abuse

This document examines what is known about alcohol and other drug abuse (AODA) among adolescent females. The first half of the document discusses the following topics: (1) prevalence and patterns of alcohol, tobacco, and other drug use among female adolescents; (2) correlates and risk of substance abuse, including age of initiation, appropriateness, coping, dating, decision making factors, educational attainment, family factors, peer pressure, self-concept, sexual behavior, and sexual/physical abuse; (3) prevention and intervention implications, including context of use, differential effects, dissemination of information, educational attachment, family education, peer pressure, resistance skills, risk reduction, self-esteem enhancement, sexual abuse, sexual behavior, stress reduction, drug specific considerations, and targeting high treating older adults in a context broader than an acute or chronic care setting. The program involves the collaboration between a well-established multi-purpose senior center and a multi-purpose community hospital affiliated with a major medical school and teaching hospital. Program goals included: (1) increased understanding of the psychosocial aspects of health and illness behaviors among the elderly; (2) enhanced appreciation of the concerns and burdens for those caring for elderly patients; (3) developing appropriate communication skills for older patients and their families; and (4) awareness of community resources available to support health among older persons. In all, 11 residents, 9 attending mentors, and 11 social workers and nurses participated in the program during the evaluation period and all were interviewed for the evaluation. Attitudes toward geriatric practice were assessed. The findings suggest that the idea is excellent and the program can be strengthened. Every component of the existing program was regarded as contributing significantly to the program goals, and participants identified a wide range of modifications which would help the program function more effectively. Most of the professionals were willing to learn about geriatric medicine and to treat older people, but they did not wish to be limited to geriatric practice as it is currently defined. The interview forms are attached. (LLL)

ED 338 980 CG 023 801

Annual Report on Programs, Activities and Expenditures July 1, 1989 through June 30, 1990 of the Oklahoma Department of Human Services.
PUB DATE- 1 Nov 90
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Health Services; *Human Services; Social Services; State Programs
IDENTIFIERS- *Oklahoma

This annual report of the Oklahoma Department of Human Services (DHS) is for fiscal year 1990. A introductory overview presents brief program descriptions and trends. Tables describing expenditures for fiscal years 1989 and 1990 by program type and overall DHS program expenditures categorized by federal and state amounts for the years 1937-1990, as well as per capita expenditures by locale, are included. A table lists DHS programs and services by types for these categories: children; aged; blind, deaf and physically or mentally disabled persons; and for financially, medically, and socially needy. The bulk of the report is divided into these sections: (1) family support services, including public assistance; supplemental payments to the aged, blind, and disabled; and aid to the aged, blind, and disabled; (2) child support enforcement; (3) medical services, including Medicaid payments and services; (4) children and youth services, including child abuse and neglect investigations, adoptive homes, foster homes, homes and schools, and court-related and community services; (5) developmental disability services; (6) rehabilitation services; (7) aging services, including support services and nutrition programs; (8) appeals; (9) Oklahoma Medical Center; and (10) support services. (ABL)

ED 338 981 CG 023 802

Yarris, Elizabeth

County Police Department, Arlington, Virginia. (ABL)

ED 338 998 CG 023 819

Diamond, Pamela M.; Schnee, Steven B.
Lives in the Shadows: Some of the Costs and Consequences of a "Non-System" of Care.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Drug Abuse; *Homeless People; *Human Services; Individual Needs; *Mental Disorders; *Violence

This report focuses on repeat users of multiple community services who, because of their tendency to move in and out of mental health clinics, jails, and hospitals, are referred to as "revolving door clients." It notes that the costs of providing services to these individuals are staggering and that this population consumes a vast amount of the resources available through a community's human service delivery systems. A study is described that followed 21 homeless men in a southwestern city to trace their coping styles and strategies for survival, and that documented the cost in public funds and staff time required to provide for these men. It is noted that the subjects, chosen by the city police department because they had been arrested frequently on misdemeanor charges due to chemical use and presented a substantial risk of potential violence in the community, either to themselves or to others, were followed for 2.5 years, as investigators attempted to identify the different agencies that the men used. Many current practices for dealing with multiple-problem chronic individuals are examined and communities and states are encouraged to reexamine present methods and introduce changes in dealing with this crisis most cost-effectively. The report concludes that a system of care is needed that specifically addresses the multidimensional needs of this group of high-risk individuals. (NB)

ED 338 999 CG 023 820

Vogler, Daniel E.; Hutchins, David E.
Parents as Tutors: Minimizing the Homework Hassle.
PUB DATE- 88
NOTE- 66p.; For the Counselor Resource Guide for Training Parent Tutors, see CG 023 821.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Home Study; *Homework; Parent Participation; Parents as Teachers; *Parent Student Relationship; Student Motivation; *Tutoring

A positive, practical approach to parent tutoring of children is presented in this booklet. Suggestions for how to listen and react to one's child, how to use associations to promote easy learning, and how to reinforce positive behavior and encourage independence are provided. Each chapter sets out a step-by-step system. An easy collaborative method for determining a child's

ED 339 019 CS 010 758

Dollerup, Cay
An Introductory Survey of the Danish Investigations in Experimental Reader Response Research. Fifth Edition.
PUB DATE- Jan 89
NOTE- 35p.; Prepared by the Research Unit for Experimental Studies in Reader Response, University of Copenhagen. For the fourth edition, see ED 295 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Students; Fairy Tales; Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; Literature Reviews; *Reader Response; Reading Attitudes; Reading Research; Secondary Education; Short Stories
IDENTIFIERS- *Denmark; *Reader Response Criticism; Scandinavia

This paper presents a brief survey of interdisciplinary Danish studies in experimental reader response since 1965. The paper describes nine projects or studies, including information on their purposes and methods, stages, persons responsible, supporters, funding institutions, internal reports, and publications. Project titles include "Tension"; "Ram No. 1"; "Fairytale"; "Ram No. 3"; "Ram No. 4"; and "Folktale." Descriptions of three related studies, a list of related publications, brief biographies of three Danish researchers, and a table sketching the interconnectedness of the Danish studies are attached. (RS)

ED 339 020 CS 010 759

Dollerup, Cay; And Others
The Copenhagen Studies in Reader Response.
PUB DATE- 90
NOTE- 25p.; Some illustrations contain marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Interdisciplinary Approach; Literature Reviews; Program Descriptions; *Reader Response; Reader Text Relationship; Reading Research
IDENTIFIERS- Denmark; Narrative Text; *Scandinavia

This article describes a series of Scandinavian studies in reader response from 1968 to 1990. Studies chronologically discussed in the article are: (1) "Rhythm in Poetry"; (2) "The Esthetic Experience"; (3) "Meaning in Literary Texts"; (4) "Tension"; (5) the "Ram" study; (6) the "Fairytale" project (discontinued); (7) a continuation of the "Ram" study; and (8) the "Folktale" project, a cross-cultural, interdisciplinary study of the experience of literature. The article's final section, "Reading Crossnationally: A Discussion," concludes that, so far, theses studies have shown that narratives change according to situational contexts, and that there is a multiplicity of aspects to which readers can relate even at some vaguely intersubjective level. (Nine illustrative diagrams, 1 table of data, and 15 footnotes are included.) (RS)

ED 339 021 CS 010 762

Abbamont, Gary W.; Brescher, Antoinette

performance was reduced. (Nine appendixes include profiles of the study group and evaluations between pretests and posttests.) (Author/PRA)

ED 339 040 CS 213 088

Phillips, Jerry
Non-Academic Writers: A Workshop.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (35th, Crystal City, VA, November 1-2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cooperative Learning; Editing; Ethnography; Peer Relationship; *Writing Attitudes; *Writing Processes; Writing Research; *Writing Workshops
IDENTIFIERS- Writing Contexts

An ethnographic study examined the impact of a writing workshop on non-academic writers. Subjects, 11 adult non-academic writers who wrote little, were seldom around others who did, and did not think they were good writers, participated in 10 Saturday sessions conducted in a bookstore in a rural town. They wrote narratives on self-selected topics from tapes collected during interviews with self-selected respondents. Participants formed small groups and offered constructive criticism of each other's stories. Field notes were kept, subjects responded to some of these notes, and "researcher memos" were recorded after reading the field notes. The researcher invited, received, and incorporated subjects' suggestions, recommendations and final approval of the methodology delineating data analysis and subsequent findings. Field notes and participants' remarks demonstrated that all participants but one changed their writing processes during the workshop--they became more aware of what they were doing because others would see their writing and their interactions brought to the surface a sense of pride and accomplishment in their writing. Findings suggest that those who require students to write should find collaborative workshops helpful. (Fourteen references are attached.) (RS)

ED 339 041 CS 213 093

Mills, Keturah N.
An Integrated Learning Program To Motivate and Improve Freshman English Students' Grades and Attitude towards English.
PUB DATE- Nov 91
NOTE- 53p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *English Instruction; High School Freshmen; High Schools; Incentives; Instructional Innovation; Rewards; *Student Attitudes; *Student Motivation
IDENTIFIERS- Student Surveys

An integrated motivation program to increase grades and improve attitudes toward English in English I Regular classes was implemented. A targeted group of high school freshman English I Regular students was established for the program with the objective to increase English I Regular students' English

(Boston, MA, August 7-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; Communication (Thought Transfer); Communication Research; *Ethnic Relations; Higher Education; *Intergroup Relations; Literature Reviews; *Mass Media Role; Media Research
IDENTIFIERS- Communication Patterns; *Ethnic Media; Research Suggestions

This paper reviews the group-related literature of intergroup relations and combines it with the existing theory of communications. Noting that communication scholars have recently entered this realm of intergoup relations and searched for the role of mass media in the process of ethnic newcomers' socialization, the paper conceptualizes assimilation in a new way and compares it to the problematic concept of acculturation. Then, the paper discusses the influence of intergroup contacts on the newcomer's integration into or segregation from his or her host society. It also demonstrates different effects of ethnic and mainstream host media, and utilizes such macro-structural variables as the population size of ethnic communities and their geographical locations. The paper attempts to build a new theoretical framework of intergroup relations and communication processes by applying S. Moscovici's innovation model and E. P. Hollander's transactional model of leadership to the ethnic community setting. In conclusion, the essay considers the ethnic media as community leadership resources and recommends that ethnic media innovate their production process in order to serve their audiences' information needs. (One hundred and three references are attached.) (Author/PRA)

ED 339 061 CS 507 644

Geiger, Seth; Reeves, Byron
We Interrupt This Program...Attention for Television Sequences.
PUB DATE- 14 Feb 91
NOTE- 36p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; *Attention Span; *Cognitive Processes; Communication Research; Higher Education; *Television; *Television Viewing
IDENTIFIERS- *Message Responses

A study assessed the variable amounts of attention that are required for a viewer to process two kinds of interruptions that commonly occur in television: the shift from one message to a different, unexpected message; and the reference to previously presented material that follows an interruption. Twenty-six subjects recruited from an upper-division course in communication research methods viewed a 30-minute videotape composed of 24 different sequences of programs. Each sequence consisted of an initial segment that introduced one program, an interrupt segment that presented a second program, and a re-orienting segment that presented material from the first program. Attention was measured using reaction times to audio tones that were located 1 second and 6 seconds after the onset of the interrupt and re-orient segments. Results indicated (as better understanding is gained of the typical experiences that minorities have in organizations, and, in particular, of the factors that impede and facilitate the promotion of minority people. The research is based on a small number of interviews (N=5) from a larger ongoing study of the socialization of male and female visible minority managers in school systems. The theoretical rationale elaborates on the organizational socialization of workers, underrepresentation, and tokenism. Methodology, results, and discussion are described; interviews were analyzed to identify emerging themes, and analyzed again according to a framework based on an adaptation of a theoretical model of organizational socialization developed by Feldman (1976). The framework suggests that anticipatory socialization, accommodation, and role management are three major stages in the organizational socialization process. The experiences of the visible minority women interviewed have been similar in many ways to the experiences of the nonminorities described in the literature and identified in this research. Six differences noted include the importance of young male mentors and the profound positive impact of female role models for those raised in a matriarchal society. Appended are the factors (descriptive terms) affecting socialization. (33 references) (RR)

ED 339 081 EA 023 401

Roquemore, Barbara C.; And Others
The Academic Motivations of Students Who Are Discipline Problems.
PUB DATE- Mar 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Discipline; *Discipline Problems; High Schools; *Intervention; Student Alienation; Student Attitudes; *Student Behavior; *Student Motivation

This study examined the academic motivation of the first students (25 from each school) in the 1990-91 school year in each of 4 schools in grades 9 through 12 who were suspended from school or placed in in-school suspension programs for repeated offenses (disrupting class, exhibiting aggressive behavior toward school authorities or peers, or refusing to follow directions or accept punishment). The Student Motivation Diagnostic Questionnaire was administered to the students. Findings indicated that students in all four schools scored lowest in the areas of self-concept and attitudes toward teachers. It is suggested that intervention programs could counteract students' low self-concepts and negative attitudes toward teachers. Such programs would include: parent training; teacher staff development; school programs that focus on one-on-one relationships with students; remediation of academic difficulties and administrative monitoring of individual teachers and evaluation of the school environment. Four tables are included. (11 references) (LMI)

ED 339 082 EA 023 425

Cost of Education Index, 1992-93 Biennium. Final Report of the Legislative Education Board.
PUB DATE- Mar 91
NOTE- 109p.

The Development and Implementation of an In-School Suspension
Program.
PUB DATE- Aug 91
NOTE- 126p.; Practicum report for Education Specialist degree,
Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Probation; Attendance; *Discipline;
*Discipline Problems; High Schools; *In School Suspension;
Negative Reinforcement; Student Behavior; *Suspension

Outcomes of a high school inschool suspension program are presented in this practicum report. Because students associated the former discipline program with unfair treatment and inconsistent sanctions, a new program was developed. Goals were to improve student behavior, attendance, morale, self-esteem, and academic achievement in grades 9 through 12. Methodology included analysis of daily reports, before and after student self-rating evaluations and opinion surveys, and teacher program evaluations conducted during the program's 6th and 10th weeks. Results included positive changes in each of the five goals. Favorable teacher feedback recommended program continuation. Appendices contain student surveys; student and teacher program evaluations; and program report forms, policies, and correspondence. An annotated bibliography of 23 sources is included. (20 references) (LMI)

ED 339 104 EA 023 476

Arnsparger, Arleen; Ledell, Marjorie
Communication. Restructuring the Education System Series.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Educational Change;
Elementary Secondary Education; *Information Dissemination;
Public Schools; *School District Autonomy; School Organization;
*School Restructuring

Redesigning the education system to prepare citizens for the 21st century is a monumental challenge. To accomplish the job, understanding and support must come from people in all parts of the education system and community. Building support and understanding among various groups of people requires effective communication strategies and skills. Nine elements are outlined to form a basic communications plan for restructuring. They are: setting objectives; planning strategies; building support; describing the restructuring message; disseminating materials; using the media; showing progress; anticipating and responding to criticism; and evaluating. A communications kit entitled "Communicating about Restructuring" containing "how to's" and exmples of successful communication tools and tactics is also described in this guide. (RR)

ED 339 105 EA 023 477

Keeping the Promises of Reform: A State Strategy. Restructuring
the Education System Series.
PUB DATE- 91

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Centralization; Educational Assessment; *Educational Change; Foreign Countries; Open Enrollment; Public Schools; Secondary Education; *Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- *British National Curriculum; *Education Reform Act 1988 (England); *England

In the spring of 1991 a two-part questionnaire was mailed to a nationwide sample of 100 uppersecondary teachers in England. Usable responses were received from 72 teachers. The purposes of this study were the following: (1) to describe the impact of the 1988 British Reform Act on Education; (2) to determine teacher perceptions in selected publicly funded schools in England; and (3) to examine the feasibility of using British reforms as a basis for improving education in the United States. The findings indicated that while a large majority of the teachers sampled approved of the idea of a national curriculum and national assessment, an equally overwhelming majority disapproved of the current reforms. Many comments were written on the returned questionnaires that expressed teacher resentment toward reforms conceived, designed, and implemented by a variety of nonteachers with an almost complete lack of teacher input. Based on survey responses, it is recommended that a national curriculum should not be a priority in the United States at this time. Quarterly conferences with strong teacher representation should be scheduled to find ways to upgrade student expectations and performance. (27 references) (MLF)

ED 339 128 EA 023 517

Shin, Hyun-Seok; Reyes, Pedro
Assessing Personal and Organizational Predictors of Managerial Commitment in Schools.
PUB DATE- Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Educational Environment; Elementary Secondary Education; *Institutional Environment; Job Satisfaction; *Motivation; Organizational Climate; Organizational Effectiveness; *Private Schools; *Public Schools

Findings from a study to examine the relationships of both personal and organizational predictors with both managerial commitment and job satisfaction of school administrators are presented in this paper. A total of 99 public school and 77 private school administrators participated in a mailed survey, a 70.4 percent response rate. Multiple regression analysis and multivariate analysis of variances indicated that school type was the only significant predictor of both commitment and satisfaction. Private school administrators expressed higher levels of commitment and job satisfaction than did their public school counterparts. Because school culture may be an important factor of commitment and job satisfaction, administrators should treat the needs of educational constituencies as

NOTE- 5p.; For other tech use guides, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Courseware; Interactive Video; Intermediate Grades; Learning Activities; Lesson Plans; Microcomputers; *Mild Disabilities; Secondary Education; Teacher Role; Teaching Methods; *Technology; Telecommunications

This guide examines how students with mild handicaps can use technology effectively in their learning. The guide focuses on how a teacher adapts classroom lessons for mildly handicapped learners by structuring and organizing lessons, by using options available with the technology, or by choosing programs. The guide focuses on those students who are instructionally integrated for academic subjects or mainstreamed at the middle or high-school level. It outlines student needs; the role of the teacher; and types of computer technology as content-specific software, telecommunications, and interactive videodiscs. The guide concludes with a list of networks, readings, software, and videodiscs. (JDD)

ED 339 152 EC 300 762

Mineo, Beth
Augmentative and Alternative Communication. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 6p.; For other tech use guides, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Computer Uses in Education; Electronic Equipment; Elementary Secondary Education; Evaluation; Intervention; *Microcomputers; *Technology
IDENTIFIERS- *Augmentative Alternative Communication

This guide outlines who may benefit from augmentative and alternative communication (AAC) approaches, such as individuals with speech handicaps, visual impairments, physical disabilities, and cognitive impairments. The guide distinguishes between "low tech" approaches such as signal systems and communication boards and "high tech" approaches which have large vocabularies, output displays, speech output, advanced input modes, rate enhancement techniques, and customizability. The importance of an ongoing, integrated process of AAC assessment and intervention is discussed, and crucial intervention issues are noted, including training on interaction strategies, promoting language and literacy skills, and selecting vocabulary. A list of organizational resources, journals/newsletters, products, and 13 suggested readings is appended. (JDD)

Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Disabilities; Elementary Secondary Education; *Intervention; *Limited English Speaking; Minority Groups; Program Administration; Program Development; Regular and Special Education Relationship; School Role; Student Evaluation; Teacher Role; *Teaching Methods
IDENTIFIERS- *Language Minorities; Prereferral Intervention

This booklet discusses the preparation needed by schools and school personnel to meet the needs of limited-English-proficient (LEP) students with disabilities. An introductory chapter notes that LEP students are often at risk and explains the importance of programming based on the strengths of their native languages and cultures. The second chapter provides a synthesis of research in this area and is organized into the areas of prereferral, assessment, and instruction. Implications for administrators are presented in the third chapter, stressing collaboration between regular and special education in designing and implementing programs and the importance of improving prereferral services and inservice training. The last chapter looks at implications for teachers, including the importance of empowering teachers with current research information on intervention strategies and the teacher's role in facilitating the optimal cognitive and affective development of culturally and linguistically different exceptional students. Includes 81 references and a list of resources. (DB)

ED 339 172 EC 300 782

Leone, Peter E.
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 45p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Alcohol Abuse; Behavior Change; *Disabilities; *Drug Abuse; Elementary Secondary Education; Incidence; *Intervention; Prevention; *Program Development; School Community Relationship; School Role; Self Efficacy; Teacher Role

This booklet addresses the issues involved in working with children and adolescents who have disabling conditions and use alcohol and other drugs. An introductory chapter notes the need for increasing attention to alcohol and drug problems among individuals with disabling conditions. The second chapter provides evidence suggesting that the incidence of use and abuse of alcohol and drugs in this population is similar to that in nondisabled populations, with some groups at particular risk. The importance of understanding personal competence and contextual issues associated with alcohol and drug use is stressed. The third chapter looks at implications for practitioners, focusing on the need for practitioners to develop a basic understanding of the issues associated with alcohol and drug abuse in this group. The last chapter examines

Biagini, Joyce; And Others
Guidelines for Serving Students with Limited English Proficiency. Administrative Manual.
PUB DATE- Jan 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; Court Litigation; Elementary Secondary Education; *English (Second Language); *Legal Responsibility; *Limited English Speaking; Mainstreaming; Models; Parent Participation; Program Design; Questionnaires; Records (Forms); Second Language Programs; *State Programs; Student Evaluation; *Student Placement; *Teacher Qualifications; Teacher Role
IDENTIFIERS- *Minnesota; Supreme Court

A revision of a manual first produced in 1980, this guide is designed to help local school districts in Minnesota meet the educational needs of their limited-English-proficient (LEP) students in academically and administratively expedient ways. The chapters in the manual, which correspond to topics pertinent to designing and maintaining an LEP program, may also serve as resources when informing other district personnel and the community about the purposes and goals of the program. Each chapter begins with common questions and answers. Chapters are as follows: (1) legal rights and responsibilities (federal legislation and guidelines, U.S. Supreme Court decisions, Minnesota law); (2) funding sources (local, state, federal); (3) program staff (licensure/hiring, training, pre-professional skills test requirements, use of paraprofessionals, role of LEP teachers in mainstream instruction); (4) entrance/exit procedures (Minnesota's definition of LEP students, identification, student placement, LEP service for foreign students, exit procedures and transition to the mainstream); (5) instructional program (models, materials, additional program services, support staff); (6) assessment and evaluation of LEP students (home language/first language skills, English language tests, standardized tests, assessment for LEP program exit, mainstream classroom tests, competency/benchmark testing, special education assessment/evaluation); (7) factors that affect school success (native language use, mainstream teacher, cultural differences, school orientation, transition stress); and (8) parents and community (home-school communication, conferences/visits, resources, interpreters). Several appendices provide copies of actual state documents, a list of approved licensure programs, a home language questionnaire, parent notification forms, and a list of resources. (LB)

ED 339 191 FL 019 542

Upton, Thomas A.
Chinese Students, American Universities, and Cultural Confrontation.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *College Students; Comparative Analysis; *Cultural Differences; *Culture Conflict; Educational History; Educational Philosophy; Expectation; Foreign Countries;

ED 339 211 FL 019 790

Travaux Neuchatelois de Linguistique (TRANEL) (Neuchatel Works in Linguistics). Number 8.
PUB DATE- May 85
NOTE- 96p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Language; Foreign Countries; Instructional Materials; *Interpersonal Communication; Italian; Language Research; Language Variation; Letters (Correspondence); Linguistic Theory; Native Language Instruction; *Pronunciation Instruction; Second Language Instruction; Second Language Learning; *Second Languages; Spanish Speaking; Travel

The five papers in this collection include: "Apprendre a apprendre les langues: 'Mais je veux etre un handicape linguistique!'" (Learning To Learn Languages: But I Want To Be Linguistically Handicapped!) (Richard Duda); "Pedagogie integree des langues maternelle et seconde. La conscience des problemes chez les enseignants et chez les enseignes" (Integrated First and Second Language Teaching. Perception of Problems by Teachers and Learners) (Gerard Merkt); "Pour une correction phonetique adequate avec des apprenants italophones et hispanophones" (Toward Adequate Phonetic Correction with Italian-Speaking and Spanish-Speaking Learners) (Francoise Redard); "Quand l'enfant parle du langage. Etude sur ses representations de la variation lectale" (When Children Speak of Language. Study of Their Representations of Lexical Variation) (Jean-Francois de Pietro); and "Bonjour de Neuchatel ou il fait beau et chaud. Essai d'interpretation d'un corpus de cartes postales de vacances" (Hello from Neuchatel Where the Weather Is Beautiful and Warm. Essay of Interpretation of a Corpus of Vacation Postcards) (Jean-Luc Alber). (MSE)

ED 339 212 FL 019 793

Abbott, Muriel
What Is LAB and Why Was It Renormed?
PUB DATE- Jun 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); Elementary Secondary Education; English (Second Language); Language Proficiency; *Language Tests; *Spanish; *Standardized Tests; *Student Placement; *Test Norms; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Language Assessment Battery

A report on the Language Assessment Battery (LAB) explains, in question-and-answer form, the causes and results of some changes made in the test norms. The LAB is a test of communicative language competence, written in English and Spanish versions and used for student placement in the New York City Public Schools. The report describes the test battery briefly and explains why the test of English language proficiency is given to non-native speakers of English, how scores are interpreted, how test norms are developed, why renorming was necessary, effects of the new norms, how renorming affected norms on the Spanish version, why the LAB is an appropriate measure of English language proficiency for students who are non-native speakers of English, and the LAB's

Arlington, Virginia, was prompted by work being done in Virginia and Connecticut public schools by the Center for Language Education and Research (CLEAR) at the Center for Applied Linguistics. Established within the gifted and talented strand at the school, for most of the year the class contained 22 students: 9 Spanish speakers and 13 English speakers. Instruction was divided equally between English and Spanish. CLEAR staff provided technical assistance in program monitoring, staff development, and program review, and also facilitated access to a network of local educators. In year 1 of the program, two first grade classes were paired, both following the regular first grade curriculum but one receiving instruction for a half day in English (English language arts and mathematics) and a half day in Spanish (social studies, science, and Spanish language arts). Classroom observation; test data; and interviews with students, teachers, staff, and parents were used to assess the program in the following areas: student progress and satisfaction; school and community awareness; and parent attitudes. Recommendations were offered for program expansion to grades K-2, summer curriculum development and teacher meetings, a shared teacher planning period, opportunities for practicing Spanish, peer-peer interaction, Spanish-language library materials, and inservice education. (LB)

ED 339 232 FL 019 916

Review of the Second Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia, 1987-88.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 18p.; For related documents, see FL 019 915-919.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *English (Second Language); Grade 1; Grade 2; *Immersion Programs; Inservice Teacher Education; Language Skills; Parent Attitudes; Participant Satisfaction; Primary Education; Program Evaluation; School Community Relationship; *Second Language Instruction; *Spanish
IDENTIFIERS- *Arlington Public Schools VA

A review of the second year of the partial immersion program at Key Elementary School (Arlington, Virginia), where half the day is taught in English and half in Spanish, is reported. The review includes classroom observations, student and teacher interviews, student assessment, and parent and staff interviews. Reasons for the program's success are identified as the following: teacher/staff dedication; coordination between the two immersion classes and between the English and Spanish parts of the day; the opportunity for teachers to participate in inservice training along with summer curriculum development; and the active involvement of parents. Five major recommendations are offered: (1) continue the program and expand it to include grades 1-3; (2) establish a magnet program for partial immersion (English-Spanish) classes to attract a wide variety of students; (3) continue summer inservice and curriculum development activities; (4) continue the coordination among staff; and (5) continue to acquire Spanish language materials for classroom and library use. (Author/LB)

ED 339 233 FL 019 917

Rhodes, Nancy C.

IDENTIFIERS- *Rhode Island

A 3-year Literacy/English-as-a-Second-Language (ESL) program is described that was established in 1988 to improve access to literacy for Rhode Island's adult non-native speakers of English. In this handbook, the two literacy facilitators associated with the program explore issues significant to a more learner-centered practice of addressing the literacy needs of adult non-native speakers of English. Models are described for professional development, preparation of volunteers, and instruction with learners interacting with print. The intention is to help demystify the process of ESL/literacy for providers and to support new forms of education in literacy. A brief review of the literature on learner-centered practice is given, followed by descriptions of specific practices and discussions and examples of action research. Outreach efforts are also described. Although the ESL/Literacy Program reached fewer individuals than it intended in some areas, it surpassed expectation in others and contributed to significant change in cross-program awareness and cooperation within and outside the agency. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 253 FL 800 408

Balliro, Lenore
Reassessing Assessment in Adult ESL/Literacy.
PUB DATE- 89
NOTE- 41p.; Paper presented at Annual Meeting of the Teachers of English to Speakers of Other Languages (San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- English (Second Language); *Evaluation Methods; Financial Support; *Language Tests; *Literacy Education; Program Evaluation; Second Language Instruction; *Second Language Learning; Second Language Programs; Standardized Tests; Student Placement

Beginning with three anecdotes that illustrate problems with current assessment practices in English-as-a-Second-Language (ESL)/literacy programs, this paper reports a study that involved feedback from both programs and their funders. Literature is cited to show the opposing positions of proponents of standardized tests and those who search for objective mastery of discrete skills. Program representatives, funders, and students in Massachusetts and Rhode Island were surveyed about initial assessment procedures, placement, student involvement, and final assessment. State funders cited pressure from federal funding sources and state legislators in determining acceptable outcomes and the need for objectivity. Suggestions are offered for short- and long-term changes in the field of adult education, teacher education, building a knowledge base, initial and periodic assessments, use of models, oral assessment, and documenting progress. Contains 35 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 254 FL 800 421

Rodriguez, Carmen; Sawyer, Don
Native Literacy Research Report.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.; Department of the Secretary

PUB DATE- 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Advising; Adult Students; Athletes; College Freshmen; College Students; Decision Making; *Decision Making Skills; Disabilities; *Faculty Advisers; Foreign Students; Goal Orientation; Higher Education; Minority Groups; *Responsibility; School Holding Power; Student Development; *Teacher Student Relationship; Transfer Students

This monograph examines student advising in the higher education setting by focusing on shared responsibility strategies that enhance student motivation and persistence in a diverse student population. In the first two sections, a new concept of advising called developmental advising is described in which the relationship between advisor and student is vital and in which the advisor's role is to help the student look at long-term as well as immediate goals. This quality in the advisor-student relationship serves to increase the student's involvement and persistence in college and to prepare the student for future decision-making situations. The strategies for achieving this type of relationship are explored in detail in the third section, including ways to help students focus on and assist in clarifying their needs and aims. The fourth section focuses on the particular needs, characteristics, and best advising strategies for special groups including minorities, academically under-prepared students, disabled students, student athletes and international students. Also discussed are students in transition, freshmen, students with undecided majors, transfer students and adult students. A sixth section offers advice on how to establish and implement a successful advising system through program management, selection and training of advisers, evaluation and recognition, collaboration, and viewing the program as a systematic enterprise. A series of recommendations and suggestions concludes the monograph. Over 200 references and an index are included. (DB)

ED 339 273   HE 025 051

McElroy, Claire
GED Certification and College Success.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; Community Colleges; Grade Point Average; *Grade Prediction; *High School Equivalency Programs; High School Graduates; Two Year Colleges
IDENTIFIERS- *Kankakee Community College IL

A study was done to investigate the relative success in higher education of students who had a high school diploma as compared to those who had not graduated from high school but rather completed a General Educational Development (GED) certification. A review of the literature on research of this question indicated that either there was no significant difference or that the traditional high school graduates would attain a higher grade average. For this study, the population included 2,326 students enrolled in Kankakee Community College (Illinois) during the 1990 fiscal year. From this number, 50 GED recipients and 50 high school diploma recipients were counseling by being able to address disability-related issues, make vocational and independent living plans, work on attitude changes, and discuss other personal issues. An additional 17 participants from 1987-88 continued in the program. Many were employed, were getting additional education, or had been referred to other service delivery systems. Evaluation of the progress made by participants in their stated goals of independence was documented by the peer counselor at the Endependence Center. Pilot teachers evaluated the curriculum and the peer counseling process. The study concluded that the curriculum is a valuable resource for vocational educators and should be made available throughout Virginia. The study also concluded that the peer counseling model is of great benefit to disabled students and that school systems should contract with independent living centers for peer counseling for disabled students. (Appendices include brochures, evaluation forms, other project forms, and an interim project report.) (KC)

ED 338 804 CE 058 163

IBM Small Business Survey.
PUB DATE- May 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Business Administration; Computer Oriented Programs; Computers; *Entrepreneurship; *Individual Characteristics; National Surveys; *Needs Assessment; Organizational Effectiveness; Organizations (Groups); Productivity; Self Employment; *Small Businesses; *Success

A telephone survey conducted March 15-22, 1991, examined how small businesses are currently performing. Interviewees were 400 small business owners randomly selected from a Dun and Bradstreet list of companies with 50 or fewer employees. Major findings were as follows: (1) owners were survivors, highly confident in their own abilities, and optimistic about the future; (2) they were a relatively homogeneous group comprised of men between 34 and 49 years of age who had been employed in a similar field; and (3) their businesses had similarities, such as that they were started by their owners rather than purchased from others; that they were created with a broad focus; and that they usually experienced growth in revenue. Retail establishments and services comprised the largest portion. The greatest challenge was to owners in the Northeast. Owners' comfort level with computers needed to be improved. Following a 10-page study summary are detailed findings in narrative form and tables. Findings regarding the company profile are grouped under general characteristics, business focus, stability, evaluations of immediate business area, and exporting and importing profile. Findings dealing with owners' profiles are divided into the following categories: personal characteristics; owners' experience with and reasons for starting their firms; early worries or concerns; sources of advice; and advice to those considering forming a business. Other findings report on understanding and use of technology. Statistical reliability data and the questionnaire are appended. (YLB)

ED 338 805 CE 058 784

Merchiers, Jacques
Changing Skills in Metalworking Industries: A Review of Research.
PUB DATE- 91

IDENTIFIERS- Pennsylvania

Vocational staff from 10 Pennsylvania vocational schools were given information and instructional materials to enable them to create effective programs for disadvantaged populations. A needs assessment was conducted to identify specific needs of the participating vocational staff pertaining to programming for disadvantaged students. After identifying these needs, the project staff planned specific strategies and activities aimed at addressing them. Vocational personnel in the 10 area vocational-technical schools and many of their sending schools received specialized inservice training. Vocational and academic counselors attended two 2-day workshops conducted by the Penn State resource team. In addition, during weekly visits (two per week) from November through April 1987-88, a resource team provided on-site inservice training and instructional materials to vocational teachers, cooperative coordinators, and vocational counselors. The following topics were covered at the workshops: the Carl D. Perkins Act; vocational assessment instruments; basic skill development in vocational education; computer programs for special populations; vocational assessment of special needs students from a legislative perspective; a review of commercially available assessment instruments and work samples; development of local work samples and other assessment instruments; and use of data obtained from a vocational assessment. (YLB)

ED 338 823 CE 059 482

Curry, Donna; Kirk, Nancy

Quality Quest. A Guide to Total Quality Control for Workplace Education Instructors.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 91

NOTE- 120p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; Adult Education; Arithmetic; Corporate Education; Data Collection; *Decision Making; Group Dynamics; *Inplant Programs; On the Job Training; *Problem Solving; *Quality Control; *Statistical Analysis; Statistics; Teamwork

Intended for use in conjunction with guidance and instruction from a teacher or tutor, this guide provides an overview of the philosophy of quality as well as some tools used in business and industry today. Each of four sections consists of a teacher explanation of the topics followed by student worksheets with annotated teacher keys. The first section, on the philosophy of total quality control, begins with a discussion of two quality experts--Juran and Deming. The concepts of total quality control, teamwork, and group problem solving are discussed, and some related activities are included. The statistical tools section covers check sheets (probably the most frequently used statistical tool), Pareto charts, histograms, and control charts. Each tool is introduced to the instructor first. Sampling, central tendencies, and dispersion are explained before instructors present the concepts to students in the form of worksheets. The math section contains math-related concepts needed to read, interpret, and create various charts and graphs. It includes a brief discussion of "mental math," calibrations, and the "Percent Circle." The appendix provides

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Basic Skills; Business Administration; Competence; *Competency Based Education; Employment Potential; *Graphic Arts; High Schools; Job Analysis; Job Skills; Laboratory Procedures; Occupational Safety and Health; Photographic Equipment; Photographs; *Photography; Production Techniques; Task Analysis; Video Equipment
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for graphic communications--commercial photography. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 or 4 years from now. This profile contains 15 units: (1) professional behavior; (2) basic lab skills; (3) cameras and exposure control; (4) 35 millimeter single lens-reflex camera; (5) black-and-white negative development; (6) photographs for presentation printing; (7) medium format cameras; (8) video cameras; (9) lighting and backdrops; (10) portfolio; (11) digital processing; (12) color transparency films for audiovisual use; (13) printing color negatives; (14) professionalism; and (15) employability skills. (NLA)

ED 338 844 CE 059 534

Graphic Communications--Graphic Arts. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 28p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Business Administration; Competence; *Competency Based Education; Coordination; Desktop Publishing; Employment Potential; *Graphic Arts; High Schools; Job Analysis; Job Skills; Laboratory Procedures; Layout (Publications); Occupational Safety and Health; Photocomposition; Photography; Printing; Production Techniques; Proofreading; Scheduling; Task Analysis
IDENTIFIERS- Book Binding; DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for graphic communications--graphic arts. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 15 units: (1) orientation; (2) business and the graphic identified were in senior management, lower management and supervision, scientific and technological training, and operative training. Three possible areas of skill shortages were identified: environmental management strategies, environmental audits/monitoring, and conformance assessment. Eight actions were recommended, with five enabling factors suggested. (Appendixes, which compose about two-thirds of the report, include the United Kingdom Standard Occupational Classification and the nine case studies.) (KC)

ED 338 863 CE 059 559

Sarmiento, Anthony R.; Kay, Ann
Worker-Centered Learning: A Union Guide to Workplace Literacy.
PUB DATE- 90
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Educational Needs; *Educational Philosophy; Educational Practices; Educational Resources; *Inplant Programs; *Labor Education; *Literacy Education; Postsecondary Education; Program Development; *Unions
IDENTIFIERS- *Workplace Literacy

This guide examines organized labor's views on adult literacy. It also describes several union-sponsored workplace education programs and suggests how a union can plan and operate a worker-centered literacy program. The book is organized in three parts. The first part examines workplace literacy in four chapters that cover the following: the changing workplace, unions' stake in education and literacy, literacy in the workplace today, and unions' worker-centered approach to workplace literacy. The second part, which makes up most of the book, contains two chapters that explain how to design a worker-centered program. Steps described include the following: laying the groundwork, identifying members' needs and goals, negotiating funding, defining the union role, developing links with the educational community, outlining a plan of services, designing the worker-centered classroom, encouraging members to participate, and keeping the program on track. The second chapter of this section suggests ways educational services can be offered to union members if the union is not able to operate its own program. The final section (appendixes) lists members of the technical resource group involved in developing the guide, outside funding resources, 56 books and articles, and labor organizations whose programs are mentioned in the guide. (KC)

ED 338 864 CE 059 562

Sharma, Motilal
Feasibility of Distance Education in the Philippines. Resource Paper.
PUB DATE- Sep 91
NOTE- 13p.; Paper presented at a seminar-workshop on distance education (Manila, Philippines, September 24-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

concept/duty category, resources are listed by task. (YLB)

ED 338 882 CE 059 593

Upchurch, Richard
Aviation Pilot Training I & II. Flight Syllabus. Field Review Copy.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 43p.; For related guides, see CE 059 589-592. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aircraft Pilots; *Aviation Education; *Aviation Technology; *Behavioral Objectives; Competency Based Education; Course Descriptions; Criterion Referenced Tests; Decision Making; *Experiential Learning; Learning Activities; Navigation; Safety; Secondary Education; Task Analysis; Traffic Circulation

This guide for aviation pilot training I and II begins with a course description, resource information, and a course outline. The syllabus is designed to be used concurrently with the ground school program. A minimum of 29 flights are scheduled with a minimum of 40 hours total flight time.
Tasks/competencies are categorized into five concept/duty areas: understanding how aircraft components and systems are used to maintain assigned flight attitudes and tracks over the ground (flights 1-5); understanding how to maneuver the training aircraft in the airfield traffic pattern (flights 6-12); understanding how to perform advanced maneuvers in takeoffs and landings and in flight (flights 13-16); understanding how to plan and conduct cross-country flights (flights 17-21); and understanding how to perform maneuvers and cross-country procedures required for the Federal Aviation Administration flight check (flights 22-29). Four to eight tasks are listed for each concept/duty. A performance objective and requirements for conducting the flight are provided for each task/competency. (YLB)

ED 338 883 CE 059 598

Helmandollar, Ben
Melding the Arts and the Vocations: A Program for Gifted Students Interested in Art. Final Report.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 27 Aug 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Academic Education; *Art Education; Art Products; Carpentry; Community Programs; High Schools; *Integrated Curriculum; Masonry; Metal Working; Teacher Workshops; *Vocational Education; Welding
IDENTIFIERS- Roanoke County Schools VA

A project identified students gifted and talented in the arts to participate in a Roanoke (Virginia) County Schools program to develop welding, carpentry, masonry, and metal working skills essential in the production of heroic scale three-dimensional school. (Appendixes include a list of 18 references, materials to support project planning, a chart showing research questions and data collection strategy, and data collection instruments.) (YLB)

ED 338 902 CE 059 665

Rosenberg, Jeffrey A.
The Effect of New Technological Training, Employability Skills Training, and Individual Counseling on the Self-Esteem and Anxiety of Dislocated Workers.
PUB DATE- Sep 91
NOTE- 73p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; *Anxiety; Community Colleges; *Dislocated Workers; Electromechanical Technology; *Employment Potential; *Individual Counseling; Job Search Methods; *Job Skills; Microcomputers; Outplacement Services (Employment); Retraining; *Self Esteem; Social Support Groups; Stress Management; Two Year Colleges

An attempt was made to increase dislocated worker's self-esteem and decrease their anxiety through implementation of a technical retraining program that included teaching employability skills and counseling. The program was offered by a community college to 23 dislocated workers. Self-esteem and anxiety were measured three times during the program with a survey and counselor's notes. Results of midcourse surveys spurred such program changes as increased counseling and support staff, technical skills practice, and problem-solving time. During the program, some anxiety was always present and at times could be healthy for promoting change in people. Cause of anxiety shifted from worrying about returning to school after many years at the beginning of the program to worrying about obtaining a job at the end of the program. Evaluation at the end of the program showed a slight increase in self-esteem and a slight decrease in anxiety. (Eleven references are included. Sixteen appendices form the bulk of the document: counseling form; survey form; application for admission; child care referral form; material and book voucher; employment development plan; attendance form; financial aid form; job application form; job search skills test; interview "do's and don'ts" test; sample resume; sample cover letter; career planning chart; job retention questionnaire; and employment verification form.) (NLA)

ED 338 903 CE 059 666

Rehabilitation Needs Assessment for Vocational Rehabilitation Agencies. Volume I. A Guide to Needs Assessment in Rehabilitation Agency Planning.
PUB DATE- Mar 91
NOTE- 117p.; For volume II, see CE 059 667.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; Compliance (Legal); Definitions; *Disabilities; Federal Legislation; Models; *Needs Assessment; *Program Development; *Rehabilitation Programs; *Social Agencies; *State Legislation; Statewide Planning; Vocational

Gordon, Howard R. D.
The Role of Women in Vocational Education and Development: A Literature Review.
PUB DATE- 7 Dec 91
NOTE- 15p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Economic Development; Equal Opportunities (Jobs); *Females; Males; Nontraditional Education; *Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Bias; Sex Discrimination; Sex Role; *Vocational Education; Womens Education

A literature review was conducted to determine how women's role was seen in vocational education and development. The study reviewed the historical background of occupational gender segregation related to vocational education, reviewed and described the role of women and division of labor, and summarized labor market statistics concerning females in nontraditional vocational areas. Some of the conclusions drawn from the literature review are as follows: (1) vocational education grew out of the necessity to train workers in smokestack industries, but it has expanded its mission and clientele since the late 19th century; (2) sex equity would be socially useful in U.S. society; (3) more women in all age categories will enter the work force full time in a wider variety of occupations; (4) development has been viewed as the panacea for the economic ills of less-developed countries, yet in all countries women have lost ground relative to men as development has progressed; (5) public policy supports but does not ensure the entrance of women into nontraditional employment and training; (6) barriers inhibiting entry of women into nontraditional training and employment are complex and interrelated; and (7) strategies to overcome barriers must focus on changing institutions and providing individual support to women. (23 references) (KC)

ED 338 921 CE 059 746

Evans, Terry; King, Bruce
Beyond the Text: Contemporary Writing on Distance Education.
PUB DATE- 91
NOTE- 261p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Developed Nations; *Developing Nations; *Disabilities; *Distance Education; Economic Development; Educational Philosophy; Educational Practices; *Educational Technology; Epistemology; Females; Foreign Countries; *Independent Study; Males; Postsecondary Education; Sex Bias; Sex Fairness
IDENTIFIERS- Australia; Ghana

Based on materials originally prepared for a course being developed at an Australian university, this book examines critical issues in distance education and open learning. The book is organized in five parts. The first part locates distance education in relation to education and social science and provides a general introduction and orientation. The other has been designed to assist career counselors to become "culturally skilled," and in so doing to provide more effective career counseling to cultural groups which are particular to the State of New Mexico. The model is divided into five parts. Part 1 provides an introduction which addresses the need for and history of cross-cultural counseling. It presents several theoretical orientations that may be helpful in understanding ethnic minorities, and addresses myths relative to ethnic minority groups. Part 2 includes an awareness component which consists of activities that will enable a counselor working with ethnic minorities to understand his or her cultural background and acknowledge biases, attitudes, and beliefs relative to ethnic minorities. Part 3 contains a knowledge component with information regarding the values and beliefs of ethnic minority groups, barriers indigenous to cultural differences, and information specific to effective cross-cultural counseling. Part 4 includes a skills component which gives guidelines and strategies for working with minorities. Part 5 contains culturally relevant materials and a comprehensive list of references helpful in understanding ethnic groups. (LLL)

ED 338 941 CG 023 752

Lee, Courtland
Achieving Diversity. Issues in the Recruitment and Retention of Underrepresented Racial/Ethnic Students in Higher Education: A Review of the Literature.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Admissions Counseling; Admissions Officers; Affirmative Action; College Admission; Colleges; College Students; *Ethnic Groups; Higher Education; *Minority Groups; School Holding Power; *Selective Admission; Student Recruitment

Much has been done in recent years to enhance the quality of the educational experience for students from underrepresented racial/ethnic groups on college campuses. However, many major problems still exist, presenting professionals concerned with the educational development of students with many significant challenges. This literature review focuses on issues in the recruitment and retention of the following underrepresented racial/ethnic students in higher education: Native Americans, African Americans, Latino/Hispanic Americans, Asian Pacific Americans, and Undocumented Students. The review contains four chapters. The recruitment chapter focuses on issues related to the postsecondary transition process. The chapter on retention reviews the salient issues related to the college enrollment, retention, and graduation of students from these racial/ethnic groups. Before examining these two issues, the first two chapters discuss, respectively, enrollment and graduation trends for underrepresented racial/ethnic students, and the cultural dynamics that must be considered in recruitment and retention policies. The issues and research findings provided in this review stress the need for new policy directions that insure maximum participation in the higher education process for students from underrepresented groups. (LLL)

ED 338 942 CG 023 753

Harrison, Margaret; And Others
Paying for the Children: Parent and Employer Experience of Stage

risk populations. The second part of the document presents lengthy, detailed abstracts of recent research studies on these topics which have been published in journals. Approximately 200 references are listed. (ABL)

ED 338 961 CG 023 775

Drug Abuse Education and Prevention Programs for Youth.
PUB DATE- 26 Sep 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- At Risk Persons; *Drug Abuse; Drug Education; Legislation; *Prevention; Runaways; *Youth Problems
IDENTIFIERS- Anti Drug Abuse Act 1988; Congress 102nd; Reauthorization Legislation

In a national poll conducted in 1988, 83 percent of the American people felt that the nation's drug problem was "out of control." In 1988, Congress, responding to the public mandate, passed the Anti-Drug Abuse Act of 1988. Title III of the Act specifically addressed these issues by authorizing two anti-drug programs for youth. These two programs were developed by the House Committee on Education and Labor as the Committee's part of the Anti-Drug Abuse Act of 1988. Currently the war goes on. It is estimated that over one million youths run away from home each year. A 1990 study conducted by the National Network of Runaway and Youth Services found that among runaway, homeless, and other high-risk youths served by community-based agencies, 46 percent had a substance abuse problem and 14 percent were addicted to alcohol or other drugs. Youth street gangs are growing rapidly. The Committee on Education and Labor heard testimony from both public and private community-based organizations relating to the value of multi-agency consortium grants. This report presents proposed amendments which add multi-agency grants, designate funding, and require an annual report. An explanation of the bill, Congressional Budget Office estimate, section-by-section analysis, and the Act with proposed amendments are included. (LLL)

ED 338 962 CG 023 776

Osgood, D. Wayne
Toward an Explanation of Age Trends in Problem Behavior.
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; *Behavior Problems; *Behavior Theories; Opportunities; Supervision; Trend Analysis

Problem behavior may be defined as behavior that is socially defined as a problem, a source of concern, or as undesirable by the norms of conventional society and the institutions of adult authority, and its occurrence usually elicits some kind of social control response. Key elements of problem behavior are: (1) problem behaviors are rare until early adolescence; (2) the rate then climbs to a peak level; (3) thereafter the problem behavior becomes less frequent for the remainder of the lifespan (unless it ceases to be seen as a problem behavior),

Sexual Intimacy in Training and Practice: Setting Limits for Counselors, Psychologists and Educators.
PUB DATE- 30 Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American College Student Personnel Association (Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counselor Attitudes; *Counselor Client Relationship; Counselor Educators; Counselors; Counselor Training; Ethics; *Interpersonal Relationship; *Intimacy; Psychologists; *Sexuality
IDENTIFIERS- American College Personnel Association; *Dual Relationships

The September 1988 newsletter of Commission VII (Counseling and Psychological Services) of the American College Personnel Association contained a survey addressing the issues of sexual intimacy in the training and practice of counselors, psychologists and educators. Approximately 800 surveys were mailed to the commission members. Participation in the survey was voluntary and anonymous. A total of 75 questionnaires were returned from 30 states. The most useful information from this survey is that which suggests a lack of awareness and training in some specific areas. One cause for concern is the number of therapists and clients who believe that social relationships during therapy or after termination are acceptable. The second major concern is the lack of training reported concerning dual relationships and erotic transference and countertransference. Finally, it appears that there is still much uncertainty concerning the propriety of social and romantic relationships between educators and students and supervisors and supervisees. This is disturbing due to reports that such relationships are harmful to the students and may even model future inappropriate sexual behavior with clients or students. Although the data resulting from the current survey are limited due to the low return rate, the comments of the respondents should be cause for reflection on the training and examples of behavior that are provided in college and university counseling centers. Thirty references, 10 graphs, and the survey form are provided. (LLL)

ED 338 982 CG 023 803

Mendel, Richard A.; Lincoln, Carol A.
Guiding Children to Success: What Schools and Communities Can Do. Realizing America's Hope.
SPONS. AGENCY- General Motors Corp., Detroit, Mich.; Lilly (Eli) and Co., Indianapolis, Ind.; Metropolitan Life Foundation.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 91
NOTE- 37p.; For a related document, see CG 023 804 and UD 028 429.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guidance Programs; *High Risk Students; *School Community Relationship; *School Counseling; *School Guidance

This print component to the telecast "Making the American Dream Work for Our Children: A New Vision of School Guidance" focuses learning and studying style, its strengths and latencies, its priorities and discomforts is described. A description of how to use this understanding to promote motivation is presented. The introduction claims that the actual content of homework assignments is far less important than the attitude with which they are approached, and that it is the development of a love of learning and a strong desire to pursue learning independently is what counts. The nine chapters address "how to": (1) complement the school; (2) actively listen and accurately respond; (3) personalize parent tutoring; (4) promote motivation; (5) use associations; (6) "task out" content; (7) seek goals; (8) reinforce learning; and (9) develop an independent learner. Numbered lists and examples supplement the text. (ABL)

ED 339 000   CG 023 821

Hutchins, Marilyn K.; Vogler, Daniel E.
Counselor's Resource Guide for Training Parent Tutors.
PUB DATE- Oct 91
NOTE- 65p.; For the booklet, "Parents as Tutors," which is referred to in this document, see CG 023 820.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Home Study; *Homework; *Parent Education; Parent Participation; Parents as Teachers; *Parent Student Relationship; *School Counseling; School Counselors; Student Motivation; *Tutoring

This parent education program is meant to be used by counselors in much the same way as other parenting programs. It uses "Parents as Tutors" as the text for parents. This curriculum resource guide includes a syllabus, nine lesson plans, and guidelines for counselors. The introduction notes that parent groups work best with 8-12 parents. The nine lessons include these topics: (1) how to complement the school environment; (2) how to perform active listening and response; (3) how to personalize parent tutoring; (4) how to promote child/student motivation; (5) how to apply association learning; (6) how to apply "tasking-out" content; (7) how to apply goal seeking learning; (8) how to reinforce child/student learning; and (9) how to promote independent learner status. Specific performance objectives for each lesson are listed. For each chapter the instructional topic, prerequisite(s), interest approach with time requirement, performance objective, preassessment, learning experiences with subgoal topics, post-test, references and resources, and notes are listed. (ABL)

ED 339 001   CG 023 822

Schools and Drugs: A Guide to Drug and Alcohol Abuse Prevention Curricula & Programs. Revised Edition.
PUB DATE- Jan 91
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Elementary Secondary Education; Health Education; *Prevention; Program Effectiveness; Substance Abuse

Study Smart! Ready-To-Use Reading/Study Skills Activities for Grades 5-12.
PUB DATE- 90
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Instructional Materials; Intermediate Grades; Learning Strategies; *Library Skills; Reading Comprehension; *Reading Instruction; Reading Skills; Secondary Education; *Study Skills; *Test Wiseness; Visual Aids

This book provides 150 reproducible worksheet activities which teachers can use to help students in grades 5-12 develop reading and study skills. The book's classroom tested activities are organized into four sections. The four units, Developing Reading Skills, Developing Study Skills, Locating Information Skills, and Presenting Information through Graphic Aids contain activities that help teach diverse strategies for learning. Some skills covered in the book are recognizing organization, adjusting reading rate, reading graphic aids, and developing vocabulary (unit 1); following oral and written directions, taking notes, studying and taking tests, and doing homework (unit 2); using the parts of a textbook, using the library, and reading to survive (unit 3); and creating pictures, diagrams and posters, tables and graphs, and maps and models (unit 4). (PRA)

ED 339 022 CS 010 763

Muncy, Patricia Tyler
The Reading Teacher's Almanac: Hundreds of Practical Ideas, Games, Activities, Bulletin Boards and Reproducibles for Every Month of the Year.
PUB DATE- 91
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Education; *Instructional Materials; Reading Games; *Reading Instruction; *Reading Skills; Reading Strategies

Developed for elementary classroom teachers and reading specialists, this book is designed to enliven, enrich, and reinforce all areas of reading instruction. The book provides hundreds of reproducible activities, games, and practical ideas to teach and reinforce basic reading skills. The book is organized into 10 monthly sections to fit the school year. Each month, from September through May/June, includes: ready-to-use reading games and activities; book report activity sheets; bookmark of the month; story extension activities; ready-to-use opaque transparencies; bulletin board ideas; effective instruction tips of the month; and bonus ideas of the month. The games and activities in the book are keyed to specific reading grade levels and skill areas. (PRA)

ED 339 023 CS 010 765

Richardson, Virginia; Anders, Patricia
The Role of Theory in Descriptions of Classroom Practices.
PUB DATE- Apr 90

grades in each subsequent grading period. The motivation program contained the following strategies: creation of positive environment, discussion of students' attitudes and progress, active learning, verbal and written praise, and incentives and rewards. Results indicated an increase in English I Regular students' grades. A change in attitude was determined by a student attitudinal survey. By combining motivation, incentives, rewards and praise, students' English grades and attitudes towards English improved. (Two figures of data are included; 19 references and 5 appendixes--the student attitude questionnaire, parent letter, newsletter, tutoring contact sheet, and certificate--are attached.) (Author/PRA)

ED 339 042 CS 213 094

Grosshuesch, Robin
Integrating the Arts into the Study of Poetry: Why and How.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Figurative Language; High Schools; High School Students; *Literature Appreciation; *Poetry; *Student Attitudes

When poetry is approached as merely a type of literary expression--as words arranged in an unusual way, designed to confuse and baffle both teachers and students--the results are inevitable: confusion, feelings of ignorance, resentment. Poetry is not just a kind of literary expression but is and has always been a celebration, an actively shared human experience; a creative link between language and life. Yet in today's high school classroom, poetry is just convoluted written language that seems incomprehensible. For students to understand poetry, they must first learn to appreciate it. One way to help students appreciate poetry is to perform a poem such as Lewis Carroll's "Jabberwocky" in class with sound effects and expression. In this way, by the end of the period the students will have memorized the poem before even having seen it in print. A good follow-up exercise is to give them a copy of "Jabberwocky," have them (in small groups) substitute real words for the nonsense words in the poem, and let each group perform (not read) its own version. Once the students have grasped the fun of poetry, the teacher can turn to more serious poems that can still be acted out. Finally, students can be turned loose in small groups to decide which poems they want to learn, memorize, and perform for the class. Another small group activity that works well incorporates music with poetry by allowing the students to make up music for the poem. A good individual activity combines pictorial art and poetry by having students write poems for specific paintings. (PRA)

ED 339 043 CS 213 095

Walmsley, Sean A.; And Others
A Study of Second Graders' Home and School Literary Experiences. Report Series 1.6.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 86p.

predicted) that 30-second initial sequences produced longer response times (more attention) during the interrupt segments. Results also indicated that for the re-orient segments, 30-second initial segments required more attention (contrary to the hypothesis), and 30-second interrupt segments also required more attention (confirming the hypothesis). The results reconciled previously conflicting results of research on attention to television over time, and indicated the importance of defining message units in the cognitive processing of television. Future research should focus on integrating natural aspects of the television stimulus with an experimental agenda that treats television viewing as a cognitive process. (Three figures are included; 25 references are attached.) (PRA)

ED 339 062 CS 507 645

Valenti, J. M.; Ferguson, M. A.
Effective Communication with the Impulsive Risk Taker: Hypotheses from Four Focus Groups.
PUB DATE- 8 Aug 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, MA, August 7-11, 1991). Some footnotes may not reproduce legibly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Change Strategies; Communication Problems; Communication Research; Emotional Response; Higher Education; Information Theory; Public Relations
IDENTIFIERS- *Communication Strategies; Focus Groups Approach; Impulsiveness; Message Responses; *Risk Taking Behavior

A study investigated how impulsiveness affects perceptions of risks, and examined message strategies that might be effective in reaching risk-takers. Twenty-two undergraduate subjects who scored high on a risk-taking measure/survey participated in one of four 60-90 minute focus groups in which participants discussed their health, their concerns and attitudes about environmental issues, and how they would reach others like themselves with messages about risks. Results indicated that effective messages to the impulsive risk-taker will invite spontaneity; call for a simple, one-time action that may be as brief as a phone call or letter, or as lengthy as a day long beach clean-up; and provide a clear, powerful, unavoidable image. Results demonstrated that effective communication for these risk-takers means repeated messages and images using as many media forms as budgets allow, as strong, repeated visual images attract and stick with them. Results suggest that impulsives are hard to reach, but once their attention is gained, no matter how fleetingly, they will act fast. Results also indicate, however, that their actions will not result in lasting attitudes or even much thinking following a stimulated action. (Four tables of data are included; 33 references are attached.) (PRA)

ED 339 063 CS 507 646

Turk, Judy VanSlyke; Russell, Maria P.
Teaching Public Relations Management: Bringing "The Ideal" and "The Real" Closer Together.
PUB DATE- Aug 91
NOTE- 37p.; Paper presented at the Annual Meeting of the

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Cost Effectiveness; *Cost Indexes; *Educational Economics; *Educational Finance; Elementary Secondary Education; Resource Allocation; *State Norms
IDENTIFIERS- *Texas

The development of Texas' new cost-of-education index (CEI) for 1992-93 is described in this report. The two components of the index are price, which adjusts for regional price variations beyond the control of local districts, and scale, which adjusts for diseconomies of scale due to differences in district size as measured by pupil attendance. Projected benefits of the plan include a minimal tax increase, negligible losses in state aid per pupil, and lower cost of implementation. Chapters provide information on the following: statutory references to the CEI; the recent history of price and scale adjustments; methodology; percentage of basic allotment to which the CEI is applied; impact of the CEI; and key issues in development. Four figures and four tables are included. Appendices contain statements by the advisory panel and foundation school fund budget committee, the CEI index rule, a summary of public testimony, index calculations, definitions of terms and data, and analysis of the index's impact. (LMI)

ED 339 083 EA 023 431

Cox, Pat L.; deFrees, Jane
Work in Progress: Restructuring in Ten Maine Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Public Schools; School Based Management; *School District Autonomy; *School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *Maine

In 1987, the State of Maine encouraged schools to make fundamental organizational changes necessary to ensure that all children are successful in school. This booklet reports on the progress of 10 Maine schools that are wrestling with fundamental questions about the purpose, content, and organization of schooling. Each school is profiled with a description of the school, a flowchart that traces some of the critical points in its "journey" into restructuring, and a summary of important happenings that is organized around five themes. The themes are: the difference for students, the difference in teaching and learning, the difference in the organization and operation of the school, the connections that are being built within the district, and the questions that are being asked. A synthesis of insights gathered about the 10 schools has found that while there is no single recipe, there are common ingredients in the schools' restructuring experiences. These ingredients can be grouped under four broad headings: getting clear on the focus of change; making change organizational and systematic; managing the ongoing change process; and deploying state restructuring grant funds to spur change. A discussion of future actions at the local and state

NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Leadership; *School Based Management; School District Autonomy; *School Effectiveness; *School Organization; *School Restructuring

Following a "dear colleagues" letter from John R. McKernan, Jr., Governor of Maine and 1991-92 chairman of the Education Commission of the States, a strategy is outlined that will help educational reformers to approach restructuring from varying perspectives and improve its chances for success. Several fundamental principles underlie successful strategies. They are based on the premises that: all children can learn; fundamental change is needed; no single policy change will transform the system; and the education system must be able to analyze and continually improve itself. Obstacles to reform are identified and the actions that constitute a comprehensive strategy for change are outlined. These include providing for continued leadership, setting a vision of a system that holds high expectations for learning, translating the vision into policy and practice, realigning the state system to support the new vision, and focusing on results. (RR)

ED 339 106 EA 023 478

Prasch, John
The New School for Educational Leadership.
PUB DATE- 15 Oct 91
NOTE- 9p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Role; Educational Administration; Elementary Secondary Education; Higher Education; *Leadership; *Leadership Qualities; *Leadership Responsibility; Occupational Information; *Principals

Traditional ways of preparing educational administrators are under scrutiny. Given the critical importance of leadership to accomplish reforms in education coupled with the emergence of new definitions of leadership, increasing the competence of educational administrators is the highest priority. Six elements for changing preparation programs for school administrators are outlined, including the need to act in a timely fashion and the need to ensure the change is led by those who understand the research basis of educational administration. Five characteristics of the environment in which new programs must operate are identified; they emphasize training while working, continuous learning, and the use of emerging technologies. For many reasons, the time is right for the creation of a new model, one that creates a new institution to prepare education leaders. Nine characteristics of this model are outlined, and it is further illustrated by an explanation of the Nebraska model, called "The New School for Educational Leadership. (RR)

ED 339 107 EA 023 479

critical. Five tables and one figure are included. (62 references) (LMI)

ED 339 129 EA 023 518

Suggested Action Plan for Business/Education Cooperation in Pennsylvania.
PUB DATE- Aug 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Corporate Support; *Educational Cooperation; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Master Plans; *School Business Relationship; Statewide Planning
IDENTIFIERS- *Partnerships in Education; *Pennsylvania

A long-range, statewide, collaborative action plan for business/education cooperation is presented in this document. Prepared by a steering committee of the Pennsylvania Business Roundtable, the plan focuses on four major areas--educational goals, social and financial issues, school management, and school operation. Business action is recommended at three levels of involvement: direct school/business interaction; indirect support; and support at the local, state, and federal levels. Specific recommendations for improving education within each of the four main areas are offered. Appendices include the bibliography, steering committee conclusions, and Definitions for Youth Career/Life Skill Competencies (from The Pittsburgh Promise). (60 references) (LMI)

ED 339 130 EA 023 520

Blair, Billie Goode
A Case Study of Five Principals At Work: Questioning the Impact of Supervision on Long-Range Planning.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Educational Planning; Elementary Education; *Long Range Planning; Personnel Evaluation; *Principals; School Administration; *School Supervision; *Supervisory Methods
IDENTIFIERS- *Moreno Valley Unified School District CA

Findings from a longitudinal case study that explored the relationship between principals' supervisory practices and school success in meeting long-range planning goals are presented in this paper. Methodology involved a questionnaire, interviews, and observations of five elementary school principals in Riverside County, California. Findings indicate that newer principals were more likely to postpone development of evaluative practices or strategic planning, and that principals with 3-5 years of experience implemented well-developed planning cycles into their staff supervision processes. An outcome of the study was the facilitation of good supervision practices in relation to long-range planning. One figure is included. The questionnaire is included in the appendix. (2 references) (LMI)

ED 339 131 EA 023 523

ED 339 153 EC 300 763

Computers and Cooperative Learning. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 90
NOTE- 5p.; For other tech use guides, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Uses in Education; *Cooperative Learning; *Disabilities; Elementary Secondary Education; Microcomputers; Models; Teaching Methods

This guide focuses on the use of computers and cooperative learning techniques in classrooms that include students with disabilities. The guide outlines the characteristics of cooperative learning such as goal interdependence, individual accountability, and heterogeneous groups, emphasizing the value of each group member. Several cooperative learning models are also described, ranging from simple structures such as "think, pair, share" to more complex structures called "learning together," "jigsaw," or "student team learning." The benefits of incorporating computer usage into cooperative learning activities are explored, and four classroom scenarios that illustrate these benefits are described. A list of 6 references, 3 readings, 4 organizations, and 16 software programs concludes the guide. (JDD)

ED 339 154 EC 300 764

Schwartz, Arthur
The Role of the Speech Therapist in Acquisition and Use. Tech Use Guides: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 90
NOTE- 5p.; For other tech use guides, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Consultation Programs; Elementary Secondary Education; *Language Handicaps; Regular and Special Education Relationship; *Speech Handicaps; *Speech Therapy; *Staff Role; Teacher Role; Teaching Methods; Team Teaching; Teamwork; Technology; Therapists

As the consultation model of service delivery spreads, more and more speech and language clinicians are coming out of the therapy room and going into the classroom. Clinicians and classroom teachers can form technology partnerships as they collaborate to use microcomputer software to address the needs of children with speech and language disorders. This guide discusses several of the roles speech and language clinicians undertake as they: (1) use software as a context for implications for program development, stressing the need for programs to be comprehensive, integrated into community-based efforts, and targeted to multiple environmental or contextual influences as well as individual behavior. The book also includes 88 references; a resource list of publications, agencies and organizations, and special projects and curricula; and a treatment selection checklist. (DB)

ED 339 173 EC 300 783

Helge, Doris
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 59p.; For related documents, see EC 300 774-784.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Delivery Systems; *Disabilities; Dropout Prevention; Educational Methods; Elementary Secondary Education; High Risk Students; Inservice Teacher Education; Models; Policy Formation; Postsecondary Education; Preservice Teacher Education; *Program Development; Program Implementation; *Rural Education; *Special Education; Staff Development; Teacher Attitudes

This booklet examines the unique difficulties of delivering education services to at-risk children and youth with exceptionalities who live in rural areas. An introductory chapter considers the extent of the problem and identifies such strategies as providing self-esteem education, appropriate preservice and inservice training, community-business-school partnerships, family involvement, and community education. The second chapter provides a synthesis of the research, noting the high dropout rate in rural areas, conditions placing rural students at risk (e.g., poverty, limited English proficiency, and migrancy), and problems associated with implementing special education services (e.g., scattered populations, isolation, and a lack of social services). Implications for practitioners are considered in the third chapter, such as the need for program design based on the uniqueness of each rural community. Nineteen factors to be considered in service delivery design are discussed, such as cost efficiency, and expertise and attitudes of available personnel. The last chapter identifies recommendations regarding policy, preservice and inservice training, school programming, community action, parent activities, teacher concerns, and individual student concerns. Includes 30 references and suggested resources including examples of successful service delivery models. (DB)

ED 339 174 EC 300 784

Muccigrosso, Lynne; And Others
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 55p.; For related documents, see EC 300 774-783.

*Foreign Students; Higher Education; International Educational Exchange; *Student Adjustment; *Student Attitudes; Teacher Student Relationship; Universities
IDENTIFIERS- China; *Chinese People; United States

A discussion of issues in the cultural adjustment of Chinese students in American universities compares and contrasts the educational philosophies and organizations of the two countries and the expectations and cultural norms of the two groups of students. The history of Chinese international exchange since 1949 is briefly reviewed, and the potential for cultural conflict is outlined. Contrasts found in educational philosophies include substantial differences in the student-teacher relationship, the moral-political nature of Chinese education vs. the strictly academic philosophy of American education, and the American view of education as a means to personal achievement. It is noted that these contrasts are manifested in Chinese students' attitudes toward American students. The degree of centralization and control of educational programs in the two countries is seen as the major difference in educational structures, resulting in new demands on Chinese students' sense of responsibility, initiative, and independence. Student attitudes toward education and the teacher's role and teaching style are contrasted, and specific areas of cultural confrontation and adjustment difficulties for the Chinese student are pinpointed. It is suggested that Chinese students need to be better prepared for the cultural differences they will face in American universities. (MSE)

ED 339 192 FL 019 543

Ackerberg, Lynne
Why Aren't Third-World Scholars Going Home? Focus on Adjustments in China's Overseas Policies.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Developing Nations; *Educational Policy; Foreign Countries; Foreign Nationals; *Foreign Students; Higher Education; Professional Occupations; *Public Policy; *Student Attitudes; Study Abroad
IDENTIFIERS- *Brain Drain; *China

China is used as a case study to examine the problem of "brain drain," the departure of skilled professionals and students from their own countries to live and work in the United States. Chinese attempts to adjust their policies for study abroad are reviewed, including proposed controls on what Chinese students study abroad, who goes abroad, and where they go. Conditions discouraging students and scholars from returning to China are also outlined. These conditions include inadequate academic infrastructures, poor and inequitable salaries, inappropriate use of scholars' skills due to inefficient bureaucracies, authoritarian political and social environments, intellectual decay, resentment of other faculty, and increasing demand for skilled workers in the United States. It is suggested that to encourage students and scholars to repatriate, home countries should take more responsibility for encouraging their nationals to return home by making home-country employment attractive, making ongoing training available, providing opportunities for them to respond creatively to home-country needs, and creating organizations and publications for the professional and intellectual communities. Host countries are encouraged to assist returning professionals through continued training reliability and validity. It is concluded that the renormed test battery reflects the same absolute level of language proficiency and also the change in norm group performance. The new norm-referenced scores do not reflect a decline in level of English language proficiency but merely a change in the basis of comparison. The introduction of the new norms will result in more limited-English-proficient students entitled to special services. Three sample cases are included. (MSE)

ED 339 213 FL 019 801

Homel, Peter
Bilingual Education and the LEP Student's Transition to the Mainstream Class: A Summary Report.
PUB DATE- Apr 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); Bilingual Education; Cohort Analysis; Elementary Secondary Education; *English (Second Language); *Language Proficiency; *Limited English Speaking; *Mainstreaming; Questionnaires; *Teacher Characteristics; Transitional Programs; Urban Schools
IDENTIFIERS- *Newark School System NJ

This report summarizes a follow-up study of the first cohort of 5,500 limited-English-proficient (LEP) students to be mainstreamed in Newark, New Jersey schools using English-language proficiency as the sole criterion for moving from bilingual to regular classrooms. The mainstreamed cohort was compared to regular students using basic achievement tests and both native-language and English-language proficiency tests. A questionnaire was also distributed to a sample of bilingual/English-as-a-Second-Language (ESL) teachers to examine relationships between teacher characteristics and patterns of mainstreaming. Statistical data, the survey questionnaire, and three path diagrams are appended. (VWL)

ED 339 214 FL 019 802

Pendakur, Ravi
Speaking in Tongues: Heritage Language Maintenance and Transfer in Canada.
PUB DATE- Nov 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Census Figures; Cultural Influences; Foreign Countries; *Immigrants; *Language Maintenance; *Language Usage; Minority Groups; *Multilingualism; Social Influences; Urban Areas; Urban Demography
IDENTIFIERS- Canada; *Heritage Language; *Language Shift

This paper examines the use of heritage languages in Canada and the processes surrounding the maintenance or shift of these minority languages in Canada's different linguistic minority groups. Studies of language shift or maintenance in Canada generally concern the relative positions of English and French and the changing patterns of usage along linguistic contact zones. This paper examines the use of non-official and non-aboriginal languages in Canada as well as the shift in use towards an official language by heritage language speakers.

Review of the Third Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 18p.; For related documents, see FL 019 915-919.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *English (Second Language); Grade 1; Grade 2; Grade 3; *Immersion Programs; *Language Skills; Language Tests; Parent Participation; *Primary Education; Program Evaluation; Public Schools; *Second Language Instruction; *Spanish; Student Evaluation; Testing
IDENTIFIERS- *Arlington Public Schools VA; Boehm Test of Basic Concepts; Content Area Teaching; Language Assessment Scales (De Avila and Duncan)

The third year of the partial immersion program in grades one through three at Key Elementary School (Arlington, Virginia), where half the day is taught in English and half in Spanish, is reported. The review includes classroom observations, student and teacher inte[illegible]ws, student assessment, and parent and staff interviews. [illegible]tudent assessments were also undertaken so that progress could be measured in both Spanish and English (standardized tests, oral language assessments, and teacher evaluations). The Language Assessment Scales and the Boehm Test of Basic Concepts were used respectively for language proficiency and mastery of concepts. Achievement in social studies and science was above average, and all but one student read at or above grade level in both English and Spanish. Parental response was enthusiastic, and the program had become a model two-way immersion program that attracted international visitors. Reasons for the program's success are identified as the following: teacher/staff dedication; coordination between the two immersion classes and between the English and Spanish parts of the day; development; and the active involvement of parents. Three major recommendations are offered: (1) continue and expand the program to include grades 1-4; (2) attract a wide variety of students from all over Arlington; and (3) implement a long-term plan for the continuation of Spanish instruction for immersion students in middle and high school. Contains 2 references. (LB)

ED 339 234 FL 019 918

Rhodes, Nancy C.
Review of the Fourth Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 30p.; For related documents, see FL 019 915-919.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *English (Second Language); Grade 1; Grade 2; Grade 3; Grade 4; *Immersion Programs; Intermediate Grades; *Language Skills; Parent Participation; Primary Education; Program Evaluation; Public Schools; Science Fairs; *Second Language Instruction; *Spanish
IDENTIFIERS- *Arlington Public Schools VA; Content Area Teaching

The fourth year of the partial immersion program in grades one through four at Key Elementary School (Arlington, VA), where half the day is taught in English and half in Spanish, is

of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE- 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *American Indian Languages; *American Indians; *Community Attitudes; Community Involvement; Cultural Context; Foreign Countries; Illiteracy; Literacy Education; Oral Language; Program Design; Regional Characteristics; Student Centered Curriculum; Student Motivation; Surveys
IDENTIFIERS- Aboriginal People; *Canada

Concern that Canadian Native illiteracy was being ignored or addressed ineffectively prompted this report, which includes a literature review, findings from a survey in several Native communities, and an overview of innovative practices and illustrative programs. The survey, conducted with 56 potential literacy learners from 8 geographically and culturally representative communities, focused on the perceived purposes and values of literacy, barriers to learning to read and write, and positive learning environments. The results indicated that the adult learners were motivated by a complex set of factors and past barriers, including personal, socioeconomic, and institutional factors. There was a strong preference for on-reserve, all-Native situations with a "watch then do" approach to learning. Analysis of the survey of successful programs suggested principles of effective Native literacy programs that can be organized into four categories: community-based, student-centered, experiential, and personal support. These principles are illustrated in a chart. Appended are a flow chart showing steps for conducting a survey, the survey form used, a list of the Native literacy programs surveyed, and a report on aboriginal literacy (the Snowdrift case study). Contains 57 references. (LB)

ED 339 255 FL 800 427

Silc, Kathleen Flannery, Ed.; And Others
A Cross-Cultural Training Manual.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE- Aug 90
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Case Studies; Communication Problems; *Communication Skills; *Cross Cultural Training; *Cultural Awareness; *Employer Employee Relationship; English (Second Language); *Limited English Speaking; *Nonverbal Communication; Work Environment; Workshops
IDENTIFIERS- Slang

Designed to accompany a Cross-Cultural Training Workshop for supervisors of limited-English-proficient (LEP) employees, this "train the trainer" manual can be used as a resource for individuals who have some experience as cross-cultural trainers or as an orientation for novices in the area of cross-cultural communication. The workshop is intended to orient supervisors randomly selected. Using data from transcripts the overall grade point averages (GPA) were tabulated for means and standard deviations. A t-test was employed to determine if there was any statistically significant difference between the mean scores. The analysis revealed that a significant difference existed between the two groups with the GED graduates having, on average, a higher GPA. One table and 10 references are included. (JB)

ED 339 274 HE 025 052

Frusher, Susan; Rountree, Jeanie
Fear of Success in Women--Is There Still Such a Phenomenon?
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Behavior Standards; College Students; Conditioning; Cultural Influences; Employed Women; *Fear of Success; *Females; Higher Education; Questionnaires; Sex Role; Social Behavior; Socialization; Student Attitudes

A study was done to investigate if women still fear success particularly in their careers. Originally introduced as a concept in 1968, "fear of success" has been attributed to familial socialization and interacting psychological influences and cultural norms and usually results in precipitating behavior that undermines success. Using a 20-item "Fear of Success" questionnaire, two groups of women, either midwestern women professionals who belonged to business and professional women's organizations, or students enrolled in classes in the education department of a medium-sized midwestern university, were polled. Survey data were collected from a total of 204 subjects of whom 45 percent were students, 36 percent were professional, eight percent were clerical, 7 percent were management, and 4 percent were technical. Three one-way analysis of variance was performed on the total mean score and each of the demographic questions and found no significant differences. A lack of extreme scores and significant data led researchers to conclude that the questionnaire may be flawed, that the sample size was too small or that there is no longer a fear of success in women. Changes in social mores and child rearing may have brought about significant changes in women's attitudes and beliefs. Included are 16 references and one table. (JB)

ED 339 275 HE 025 053

Agreement between Lake Superior State University and Lake Superior State University Faculty Association MEA-NEA. Effective Sept. 1, 1988 to August 31, 1991.
PUB DATE- 1 Sep 88
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Collective Bargaining; *College Faculty; *Contracts; Curriculum Development; *Employment Practices; Faculty Evaluation; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Personnel Policy; Sabbatical Leaves; *State Universities; Teacher Retirement; Teacher Salaries; Teacher Strikes; Teaching Load; Tenure; Unions
IDENTIFIERS- *Lake Superior State University MI; National

NOTE- 5p.; Translation by Miriam Rosen.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; *Automation; Comparative Analysis; Continuing Education; Developed Nations; Foreign Countries; Industrial Training; *Job Development; Job Layoff; *Job Skills; Job Training; *Machine Tool Operators; Machine Tools; Metal Industry; *Metal Working; Research; Robotics; Staff Development; *Technological Advancement
IDENTIFIERS- *France; Japan

Transformations in the French metalworking industries have given rise to numerous studies on employment and job content in metallurgy over the past decade. One study related technical transformations to changes in the skills content of certain categories of workers. Although automation results in the elimination of certain know-how belonging to an earlier phase of technical development, the analysis of robotization is no longer reduced to a simple robot-operator substitution, since the robot can never be a perfect substitute for the human operator. A series of studies in 1980-84 attempted to consider the role of the firms' economic situation in technological and organizational decision making. Numerical control appears to accentuate the polarization between preparation and manufacture and leaves open the possibility of assigning activities to different categories of workers. A series of studies in 1986-87 resulted in an "upgrading" of the role of the shop, the place where production requirements are brought together. Although there are examples of the Japanese "kanban" type in the French automobile industry, manufacturers seem to prefer investing in state-of-the-art technology, such as industrial automation or computerization. A comparison of French and Japanese experience in the machine tool sector shows a Japanese flexibility due to the different nature of occupational categories in France and Japan. (22 references) (YLB)

ED 338 806 CE 059 275

Business and Technology Concepts/Business Communications. Teacher's Guide.
PUB DATE- 89
NOTE- 481p.; For related documents, see CE 059 276-279.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Communication; Business Education; Business English; *Communication Skills; High Schools; Learning Activities; Lesson Plans; Listening Skills; Reading Instruction; Teaching Guides; Telephone Usage Instruction; Verbal Communication; *Writing Instruction
IDENTIFIERS- Illinois

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing, and Management Education for use at the orientation level (typically the 9th and 10th grades). The curriculum guide includes a wide variety of teacher and student activities that provide extensive flexibility for implementation. Information on how to integrate the activity objectives of the Illinois Plan into the State Learning Goals is also included. A model for the curriculum is presented that suggests areas and grade levels of study. The guide consists of seven units that cover the following: theory of communication; listening skills; nonverbal communications; reading; basic mechanics; writing; and speaking skills supplemental examples of various tools of quality for use if the teacher has difficulty finding workplace materials from his or her own workplace. The game of BEANO is included for vocabulary building. Other contents include a glossary and five references. (YLB)

ED 338 824 CE 059 514

Rieleit, Birgit; Selke, Reinhard
Continuing Training in Firms and Trainer Development in Germany.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Continuing Education; *Corporate Education; Foreign Countries; *Industrial Training; Inplant Programs; Job Training; *Labor Force Development; Postsecondary Education; Refresher Courses; *Retraining; Skill Development; Staff Development; Teacher Education; *Trainers
IDENTIFIERS- *Germany

German legislation contains provisions on both initial and further vocational training. Three types of continuing training are distinguished: retraining, updating training, and upgrading training. Industries contribute the largest share of funding and participants to continuing training. In-company continuing training differs greatly according to the size of the company and economic sector in question. The organization of in-company training depends on the size, structure, and nature of the company. In small and medium-sized enterprises, the proprietor or personnel department is responsible for continuing training. In most large-scale enterprises, a central personnel or training unit is responsible; in some, continuing training is structured according to the divisional or matrix organization principle. Continuing training through networks is another organizational form used by small and medium-sized companies. Because the field is not formally regulated, formal qualifications and professional careers in continuing vocational training are quite varied. The field of responsibility and the related scope of continuing training personnel depend on the organizational position of the trainers' activities within the company. Future training needs include social skill training and an increasing proportion of enterprise-based training. (A 19-item bibliography and case studies of 2 companies that offer continuing training are included.) (YLB)

ED 338 825 CE 059 515

Villa, Paola; Marchetti, Aldo
Continuing Training in Firms and Trainer Development in Italy.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Continuing Education; *Corporate Education; Foreign Countries; *Industrial Training; Job Training; *Labor Force Development; Postsecondary Education; Refresher Courses; *Retraining; Skill Development; Staff Development; Teacher Education; *Trainers
IDENTIFIERS- *Italy

In Italy, all responsibility for vocational training has been delegated to the regions. At the regional level, three types of communications industry; (3) measurement systems; (4) job planning; (5) design and layout; (6) typesetting; (7) proofing; (8) paste-up; (9) darkroom; (10) film images; (11) plates; (12) offset presses; (13) finishing operations; (14) desktop publishing; and (15) employability skills. (NLA)

ED 338 845 CE 059 535

Law Enforcement. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 22p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Business Administration; Civil Defense; Communication Skills; Competence; *Competency Based Education; Driver Education; Employment Potential; First Aid; High Schools; Human Relations; Job Analysis; Job Skills; *Law Enforcement; Occupational Safety and Health; Police; Security Personnel; *State Legislation; Task Analysis; Traffic Control
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for law enforcement. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in an occupation 3 to 4 years from now. This profile contains 15 units: (1) orientation; (2) legal aspects; (3) communication skills; (4) human relations skills; (5) first aid and emergency care; (6) defensive tactics; (7) driving; (8) patrol; (9) investigation; (10) traffic enforcement; (11) civil emergencies; (12) prisoner booking and handling; (13) private security; (14) specialized units; and (15) employability skills. (NLA)

ED 338 846 CE 059 536

Machine Trades. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 28p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Business Administration; Competence; *Competency Based Education; Computers; Employment Potential; Hand Tools; High Schools; Inspection; Job Analysis; Job Skills; *Machinery Industry; *Machine Tools; Maintenance; Measurement Techniques; Numerical Control; Occupational Safety and Health; Prevention; Specifications; Task Analysis
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for

DESCRIPTORS- Adult Basic Education; *Distance Education; *Educational Needs; *Educational Philosophy; *Educational Technology; Foreign Countries; *Open Universities; Postsecondary Education; Womens Education
IDENTIFIERS- *Philippines

Education is the most basic of basic needs. In the Philippines, the performance of the education sector does not fully match its potential. However, education can serve as the catalyst for resolving basic issues and creating economic development. Since high technology is the new resource of the 1990s, a new education strategy is needed. This strategy should use an open learning system and feature distance education, "an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner." In practice, distance education usually involves radio, television, or film, correspondence studies, and tutorial sessions. The most advanced systems of distance education are open universities. It is important in distance education to maintain quality, to allow for flexibility, and to complement formal schooling. Distance education is feasible in the Philippines now since there are available resources, skilled personnel, and several models to choose from. A market exists in the Philippines for distance education. The proposed system of distance education should be called the National Open University, and it should make use of the educational mass media that are available. Distance education can make a difference in the education of women, in alleviating poverty, and in educating for environmental conservation. Education begins in the home and distance education can enhance this learning environment. (KC)

ED 338 865 CE 059 565

Hull, Glynda
Hearing Other Voices: A Critical Assessment of Popular Views on Literacy and Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Adult Programs; Basic Skills; Blue Collar Occupations; Demography; Economic Climate; *Educational Strategies; *Education Work Relationship; Employed Women; *Employee Attitudes; *Functional Literacy; Immigrants; Job Skills; Job Training; Minority Groups; *Technological Advancement; Thinking Skills
IDENTIFIERS- *Workplace Literacy

Recent cognitive and historical research as well as the perspectives of workers can challenge the popular myths of literacy and work. It is believed that workers do not possess the necessary literacy skills for current and future jobs. Forecasters specify which groups will dominate the future work force--women, minorities, and immigrants. Since these groups are believed to have the poorest skills, workplace literacy problems will worsen. There is talk of a deficit in "basic skills." The traditional idea of basics--reading, writing, and computation--makes up just one skill group of seven that employers believe are important. Given growing illiteracy, changing demographics, increasing skill requirements, and economic losses, there is pressure on businesses to support art forms. A steering committee identified nine gifted students from four area high schools. The students designed, produced, documented, and showed works of art using vocational skills learned from an artist-in-residence. A videotape, an end-of-the-year gallery show, and promotional materials made the project visible to the community. The project won an award for excellence. The artist worked with other vocational students in masonry and welded metal. A weekend raku workshop was held, and teacher workshops were conducted. Project success prompted recommendations for continuing to combine art and the vocations in regular school-day programs. (A project budget summary and 10 appendices are included: project abstract; brochure on project participants; apprentice selection criteria; evaluation of in-school program by teacher; evaluation of in-school sessions by students; art film series; raku workshop, reaction sheet, and summary; project publicity; planning committee report; evaluation forms; and summary.) (NLA)

ED 338 884 CE 059 599

Carlock, Jeanne M.
Transition to Independence. A Vocational Evaluation Curriculum To Enhance the Independence of Secondary Students with Physical, Sensory, and Mental Disabilities.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 89
NOTE- 609p.; For a related report, see CE 057 199.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advocacy; Behavioral Objectives; Clothing; Curriculum Guides; *Daily Living Skills; Decision Making; Goal Orientation; Health; Hearing Impairments; High Schools; Home Management; *Independent Living; Interpersonal Competence; Learning Activities; *Leisure Education; *Mental Disorders; Mental Retardation; Money Management; Nutrition Instruction; *Physical Disabilities; Residential Care; Travel Training; Visual Impairments

This vocational needs course is specific to the needs of disabled students, with teaching units focusing on all areas of independent living. Introductory information includes the following: curriculum implementation, course description, classroom requirements, staff training, field testing, competency records, handicaps and people with disabilities, general references, and resource organizations. Each of the 13 chapters of the curriculum consists of a number of competencies, for each of which are provided a number of performance objectives. Each enabling objective that relates to a performance objective is accompanied by content, including specific notes and suggestions for the teacher, and activities (worksheets, games, checklists, and tests). Handouts and transparency masters are provided. The curriculum covers the following topics, divided into two domains (the personal/domestic and the vocational): (1) introduction to independent living; (2) goal setting; (3) social skills; (4) leisure/recreation; (5) health; (6) money management; (7) clothing selection and care; (8) travel/transportation; (9) home management; (10) housing; (11) nutrition/cooking; (12) advocacy; and (13) personal care attendant management. (YLB)

ED 338 885 CE 059 600

Rehabilitation
IDENTIFIERS- Rehabilitation Act Amendments 1986; *Wisconsin

This guide was developed to help Wisconsin agency assessment, evaluation, and planning personnel to develop a perspective on how needs assessment fits into their state's vocational rehabilitation program planning. It is intended to offer practical and responsible suggestions that meet the intent of federal and state mandates. Volume I of the guide focuses on the needs assessment process. It provides background information on contemporary needs assessment approaches and the methodology for carrying out comprehensive rehabilitation needs assessment. The five chapters of the volume (1) examine the issues that constrain the rehabilitation program and the needs assessment and planning processes; (2) relate how comprehensive needs assessment became a requirement in the 1986 Amendments to the Rehabilitation Act and how that requirement affects state plan development; (3) review and contrast contemporary needs assessment definitions, models, and techniques for what they have to offer to agency planning; (4) offer practical advice on what needs assessment information and requirements mean for the agency that contemplates a comprehensive needs assessment; and (5) present a concept and step-by-step methodology. The guide includes 25 references and 18 tables/figures. (KC)

ED 338 904 CE 059 667

Rehabilitation Needs Assessment for Vocational Rehabilitation Agencies. Volume II. Needs Assessment Topics Identified in the Rehabilitation Act: Issues and Resources.
PUB DATE- Mar 91
NOTE- 201p.; For volume I, see CE 059 666.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; Compliance (Legal); Definitions; *Disabilities; Federal Legislation; Models; *Needs Assessment; Program Development; *Rehabilitation Programs; *Resources; *Social Agencies; *State Legislation; Statewide Planning; Vocational Rehabilitation
IDENTIFIERS- *Wisconsin

This guide was developed to help Wisconsin agency assessment, evaluation, and planning personnel to develop a perspective on how needs assessment fits into their state's vocational rehabilitation program planning. Volume II provides state agency personnel with tools for conducting rehabilitation needs assessment. The first three chapters consider the requirements and meaning of the legislative mandates for services at both the state and federal levels; a definition of the target population or program; the vocational rehabilitation program structure in relation to the total state service delivery system; past management decisions for resource allocation relevant to program delivery; availability and quality of current information on needs; and the agency's purpose, intended use, and resources for conducting a needs assessment effort. Chapters 4-18 discuss the following topics: needs assessment, for special populations (individuals with severe handicaps, chronic mental illness, developmental disabilities, specific learning disabilities, traumatic brain injuries, blindness and visual impairments, deafness, youth in transition, minorities, Native Americans, women); and for designated services in rehabilitation facilities, supported four parts provide a broad critical social scientific approach, each with an introduction by one of the editors and two contributors' chapters. The following articles are included: "An Epistemological Orientation to Critical Reflection in Distance Education" (Terry Evans); "Disability and Distance Education in Australia" (Christopher Newell, Judy Walker); "Gender Issues in Distance Education--A Feminist Perspective" (Margaret Grace); "On the Possibility of Dialogue in Distance Education: A Dialogue" (Helen Modra); "Teaching Texts and Independent Learning" (Daryl Nation); "Distance Education in a Developing Context: Ghana" (Kwasi Ansu-Kyeremeh); "Distance Education and the Developing World: Colonisation, Collaboration and Control" (Richard Guy); "Critical Essay on Technology in Distance Education" (Michael Campion); "Towards a Critical Educational Technology in Distance Education" (David Harris); and "Endnote: Beyond the Text" (Terry Evans, Bruce King). (387 references) (KC)

ED 338 922 CE 059 747

Bertrand, Olivier
Retail Trade. International Trends and National Features.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Collected Works - Serials (022)
DESCRIPTORS- Developed Nations; Educational Needs; *Employment Patterns; Employment Qualifications; *Food Stores; Foreign Countries; *Futures (of Society); Job Training; *Labor Market; *Labor Needs; Part Time Employment; *Retailing; Vocational Education
IDENTIFIERS- France; Germany; Great Britain; Sweden

This brief examines trends in the retail trade, especially in grocery stores, from an international perspective. A comparison of recent national studies finds the following: (1) significant differences in structure and organization exist, especially in the role of traditional small shops versus large chain grocery stores; (2) increasing store size and chain size in supermarkets seems to be leveling off, with newer stores sometimes smaller and concentrating more on service; (3) data on employment in the various sectors are difficult to compare across countries--in particular, productivity figures are often misleading; (4) higher educational and skill levels are now needed by managers and supervisors in grocery operations, but lower-level employees often have little or no training; and (5) part-time work has been increasing but may level off with the aging of the work force, and new avenues for employment may be needed in the future. (17 references) (KC)

ED 338 923 CE 059 749

Cave, George; Doolittle, Fred
Assessing JOBSTART: Interim Impacts of a Program for School Dropouts.
SPONS. AGENCY- EXXON Corp., New York, N.Y.
PUB DATE- Oct 91
NOTE- 336p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Basic Skills; *Dropout Programs; *Educational Attainment; *Employment Level; Employment Programs; Federal Programs; Females; Followup Studies; High

One of Australia's Child Support Scheme. Monograph No. 10.
PUB DATE- 91
NOTE- 201p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Support; Child Welfare; *Compliance (Legal); Employers; Foreign Countries; National Programs; Parent Child Relationship; Program Effectiveness
IDENTIFIERS- *Australia

This monograph presents an evaluation of Stage One of Australia's proposed Child Support Scheme, designed to collect money owing following a court order or approved agreement for the payment of child support. Chapter 1 summarizes the major characteristics of the Child Support Scheme and the background, features, and findings of both phases of the evaluation. Chapter 2 provides summary information on data provided as of December 1990. At that date, the Child Support Agency had recorded a total of 85,226 child and/or spousal maintenance registrations. Chapter 3 examines the experiences and circumstances of most custodial parents, and looks at changes which have taken place to the Stage One population. Chapter 4 focuses on the experiences of custodial parents registered with the Child Support Agency in mid-1990. The impact of registration on parents and the parent-child relationship are discussed. Chapter 5 reports the experiences of non-custodial parents whose former partners had registered their maintenance orders or court-approved agreements with the Child Support Agency. The capacity and willingness of these parents to pay the amounts due and to pay through the Agency in prescribed manners and times is addressed. Chapter 6 discusses custodians who have chosen to opt out of the child support scheme. Chapter 7 examines the role of employers in the Child Support Scheme. Chapter 8 summarizes the monograph and discusses reform trends. Research methodology is described. (LLL)

ED 338 943 CG 023 754

Wolcott, Ilene
Work and Family. Employers' Views. Monograph No. 11.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employer Attitudes; Employer Employee Relationship; *Family Life; *Family Role; Foreign Countries; Personnel Policy; Public Policy; Social Values
IDENTIFIERS- *Australia

The increasing number of families in which both partners work has focused attention on the relationship between work and family environments, and the consequences when employers and employees attempt to balance work and family responsibilities. This qualitative study explored whether the connections between family and work life were identified as concerns by employers and how they responded to associated issues. Human resource and personnel managers (N=53) from 40 companies were questioned in semi-structured interviews to explore how the corporate response to work and family issues was influenced by the corporate ethos. Corporate values, on the whole, were still based on the premise that work and family lives were separate and (4) the timing of these trends is different for different problem behaviors in respects such as the typical age of initiation and the rate and timing of decline. Problem behavior varies with age because of social norms that children be given increasing independence as they grow older. At each age, those adolescents who are less closely supervised are more likely to engage in problem behavior. Also relevant to this point is research that time spent socializing with peers in informal settings, away from adult supervision, is related to problem behavior. The question that remains is whether the relationship between independence and problem behavior, combined with the similarity in their age trends, is sufficient to account for age trends in problem behavior. Nine figures and two tables are attached. (LLL)

ED 338 963 CG 023 777

Juhasz, Anne McCreary; Walker, Aldona M.
The Impact of Residential Hall Living on Student Self-Esteem and Self-Efficacy.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Housing; *College Students; *Dormitories; Higher Education; Institutional Mission; Institutional Role; *Self Efficacy; *Self Esteem; Study Abroad; Values

The residential environment which universities establish should reinforce the values which are advocated by institutional goals and mission statements. It follows that students who live in residence should feel a sense of self-worth and self-efficacy relative to these goals and values. This study investigated the relationship between specific institutionally goal-oriented behaviors and values and student self-esteem and self-efficacy. College student subjects (N=70) living in the United States and abroad completed one measure of self-efficacy and two measures of self-esteem. Preliminary analyses of self-esteem and self-efficacy data from students in residence in the United States and Europe revealed few significant location effects. Thus, data sets were combined in order to investigate time and gender effects of residency living on self-esteem and self-efficacy related to behaviors, roles, and values based on institutional goals. The assumption is that student perceptions of their self-feelings provide an index of the stability of their self-esteem. On most of the measures students in this study reported lower post-experience levels of self-esteem and self-efficacy. This supports the relationship of life change events to lowered self-esteem. A positive interpretation suggests that this is an indication of maturation and increasing self-understanding and self-reflection, of greater insight into the complexities of individual and social development, and more realistic evaluation of one's present capabilities and attitudes. (LLL)

ED 338 964 CG 023 778

Juhasz, Anne McCreary; Aladjem, Sonia
Women's Liberation: Are Men Victims?
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

on collaborative approaches to helping young people achieve in school and raise their academic and vocational aspirations. Like the telecast, this booklet offers alternative approaches to established methods of school guidance. It contends that schools can no longer hold sole responsibility for setting young people off on the road to success and fulfillment and notes that families, communities, and businesses must also play a role in this process. Examples of successful strategies that have made a difference in young peoples' lives, and a step-by-step outline of how to initiate similar efforts in one's own school are presented. It is noted that more than half a million students drop out of school each year and at least a half million more push through and graduate but never master a core of essential information and skills, nor develop the self-awareness and worldly perspective to make mature, informed choices about the future. It is claimed that even the advantaged students suffer when no one is there to push them and that all young people need advice, encouragement, information, and support. This booklet is intended as a primer on good guidance; it is a place to start for schools and communities as they rededicate themselves to the task of guiding and educating children to success. References list 11 readings and 2 video productions. (LLL)

ED 338 983 CG 023 804

Smith, R. C.; And Others
Let's Do It Our Way: Working Together for Educational Excellence. A Handbook for Community-School Collaboration for the Educational Betterment of All Our Children.
SPONS. AGENCY- General Motors Corp., Detroit, Mich.; Lilly (Eli) and Co., Indianapolis, Ind.; Metropolitan Life Foundation.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 91
NOTE- 61p.; For a related document, see CG 023 803 and UD 028 429.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Cooperation; *Educational Change; Elementary School Students; Elementary Secondary Education; Program Development; *School Community Relationship; Secondary School Students

This booklet is part of a multi-video and print package entitled "Realizing America's Hope,' which is intended to help America respond to the challenges facing its youth. Strategies are provided for promoting community-school collaboration. A sample agenda is provided for the first meeting of collaboration, and tips for successful collaboration are included. The change process is described in five steps. The first step deals with defining a vision. After this comes defining current strengths, weaknesses, opportunities, and threats; the forces that will either help or hinder pursuit of the vision. Step three involves setting goals. If a vision is a picture of the future, then goals are described as the pieces of the jigsaw puzzle which, when taken together, will produce that picture. Step four, developing strategies, involves three levels of work: (1) researching the options; (2) analyzing the options; and (3) deciding what to do. Step five involves action planning. It is noted that decision making involves the determination of who will do what, when. The next section of the booklet focuses on getting started with the collaborative process. Specific

This guide to kindergarten through 12th grade drug abuse prevention curricula and programs addresses the need for thorough training of all school personnel, including teachers, counselors, nurses, administrators, and school board members. The first chapter discusses what can realistically be expected of school-based substance abuse prevention programs. The second chapter discusses drug policies and procedures and their purposes and how to develop the policies and procedures. The third chapter defines drug prevention and intervention efforts which may be categorized as curricula, programs, or multi-element projects. Seventeen curricula, eight programs, and two multi-element projects are described. A table summarizes the characteristics of the curricula and programs. Methods of instruction included in the table are role play, audiovisual, peer/teenage models, outside resources, service projects, and cooperative or small groups. Content areas listed are drug information, decision making, refusal skills, counter advertising, self awareness, goal setting, awareness of others, assertiveness, career development, coping skills, class climate, and parent materials. The fourth chapter presents a case study of the Pajaro Valley Unified School District. The appendix includes a resource list of classroom materials, background material, and agencies and services. (ABL)

ED 339 002 CG 023 823

Moriarty, Dick; Moriarty, Mary
The Incidence, Detection and Treatment of Eating Disorders among Athletes and Fitness Participants.
PUB DATE- 31 Oct 91
NOTE- 65p.; Paper presented at the Annual Conference of the National Anorexic Aid Society (10th, Columbus, OH, October 31, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anorexia Nervosa; *Athletes; *Body Image; *Body Weight; *Bulimia; Eating Habits; Higher Education; High Schools; Incidence; Physical Fitness; Trend Analysis

Following a review of research literature on eating disorders and the fitness image, the report finds that five socio-cultural influences have been associated with the increase and prevalence of eating disorders: the pressure to be thin; glorification of youth; the changing role of females; media image and marketing of the super woman; and the sport and fitness craze. These pressures have increased in modern society as society has passed the Greek idea of sport, to the current idea of fitness and better teams through starvation and steroids. Health professionals, sport coaches, instructors, and administrators should work against the following mainstream sport culture influences: (1) the "thinning edge" for judges and coaches; (2) obsolescent adolescent athletes; (3) harassed "Golden Girls" in a paternalistic sport world; (4) Sports Illustrated and Vogue fitness market; and (5) Anorexica Athletica and Bulimic Cosmetic Fitness. In summary the paternalistic sport power structure which controls power, prestige and privilege has led to the great "weight shift" which prompted women and men to turn to the "one stone solution" (one stone equals 14 pounds). If she could just lose one stone through starvation and he could gain just one stone through steroids, they would be winners. An opinionnaire and survey results are attached. (ABL)

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Educational Research; *Inservice Education; Intermediate Grades; *Reading Comprehension; *Reading Teachers; *Staff Development; *Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Teacher Researcher Relationship

A study analyzed the discourse and content of a staff development process designed to introduce research-based understandings of reading comprehension into teachers' thinking and practices. Thirty-nine fourth-, fifth-, and sixth-grade teachers in the Southwest participated in videotaped staff development workshops. Results indicated that creating an empowering educational environment in which the participants own the content of the process takes time, and involves breaking norms related to the expectations for the staff development process, on both the staff developers' and teachers' part, and towards teachers talking about beliefs and practices with their fellow teachers. Results further indicated that lecture 2 (a formal presentation about a practice that grows out of a discussion, and is not prepared for in advance) was the most effective means of introducing new knowledge and practices into the conversation, and suggests that the staff developer must have an enormous amount of content knowledge at his or her fingertips, and be prepared to present it extemporaneously. (Four figures and 2 tables of data are included; 32 references and 1 appendix detailing a conversation by participants are attached.) (PRA)

ED 339 024 CS 010 766

Crail, Jayn; Fraas, John W.
The Use of Kindergarten Screening Scores To Identify the Need for Reading Intervention: A Logit Regression Study.
PUB DATE- Oct 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (13th, Chicago, IL, April 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Kindergarten Children; Models; Primary Education; Reading Programs; Reading Research; *Screening Tests; *Student Evaluation; *Test Validity
IDENTIFIERS- Ashland City School District OH; *Logit Analysis

A study examined the possibility of using kindergarten screening scores to predict whether a student would qualify for the reading intervention program in first grade. A total of 243 students were selected from the 7 Ashland, Ohio, elementary schools. The scores for 121 students were subjected to logit regression analysis. The remaining 122 students were used as a holdout group for the purpose of cross-validating the logit regression model's ability to correctly classify students. The results indicated that the ABC Inventory (Adair and Blesch, 1965) scores were the most important scores to consider when classifying students. The logit regression model was better able to correctly identify students who did not qualify for the program than students who did qualify. It was recommended that

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Grade 2; *Literature Appreciation; Primary Education; *Reading Ability; Reading Attitudes; *Reading Habits; *Reading Interests; Reading Research; Recreational Reading

A study investigated the literary experiences and understanding of elementary school students by focusing on the literature children encounter in school and at home, literary instruction, and the differences between good and poor readers. Teachers and researchers traced the reading habits of eight second-grade students from two classrooms from November 1988 to June 1989. Results indicated that: (1) the literary experiences of these children were extensive, and occurred with regularity in their homes and at school; (2) both teachers (one who used only trade books for her reading program, and one who used a combination of a basal reading program, guided reading of children's trade books, and independent reading of trade books) placed a strong emphasis on literature and had many similar routines for engaging children with literature; and (3) poor readers actually read more than many of the better readers. Results further indicated that what separated the eight students with respect to their engagement in classroom literacy activities was not primarily their reading ability, but rather a combination of gender factors, reading ability factors, and variations in individual student behaviors. Results suggest that although traditional methods of defining and distinguishing between better and poorer readers reliably characterize their reading abilities within the framework of a traditional reading skills curriculum, these methods are less useful in characterizing children as readers of literature. (Nineteen tables of data and 7 figures are included; 38 references and 1 appendix are attached.) (PRA)

ED 339 044 CS 213 099

Smith, Carl B., Ed.
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 315p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary Education; Instructional Improvement; *Language Arts; *Standardized Tests; *Whole Language Approach
IDENTIFIERS- *Alternative Assessment; *Educational Issues

This book presents the complete proceedings (written presentations as well as transcriptions of oral presentations and group discussions) of a national symposium on alternative assessment in the language arts. Oral presentation titles are: "Current Issues in Alternative Assessment" (Roger Farr); "Whole Language and Evaluation: Some Grounded Needs, Wants, and Desires" (Jerome Harste); "State Policy and Authentic Writing Assessment" (Diane S. Bloom); and "Alternative Assessment in Columbus, Ohio: What We're Doing Now (Not Much); What We're Going To Be Doing (A Lot More)" (Bert Wiser and Sharon Dorsey).

Association for Education in Journalism and Mass Communication (Boston, MA, August 7-11, 1991). Research supported by the Kent State University Research Council.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Communication Skills; Educational Trends; Higher Education; National Surveys; Promotion (Occupational); *Public Relations
IDENTIFIERS- Public Relations Society of America; Statistical Package for the Social Sciences PC

A study examined the technical versus managerial roles of public relations practitioners. The study investigated what it takes to be a manager, what skills and perspectives are needed by entry-level practitioners as they climb the ladder, and what actions educators should take to ensure that students learn the critical skills. Three hundred sixty-three questionnaires, answered by members of the Public Relations Society of America, were analyzed using Statistical Package for the Social Sciences (SPSS) software. Results indicated that the public relations curriculum of the future will, and must, include a strong management perspective. Results showed that: (1) entry-level practitioners must demonstrate high quality performance in oral and written communication skills; and (2) educators need to incorporate into the curriculum skills identified as critical to success such as problem solving, planning and organizing, goal setting/prioritization, and people-management skills such as delegation, supervision, and coaching. Results suggested that developing these skills is key to the future of public relations education. (Seven tables of data are included; 21 references are attached.) (PRA)

ED 339 064 CS 507 647

Friedman, Sharon M.; And Others
Alar and Apples: Newspaper Coverage of a Major Risk Issue.
PUB DATE- Aug 91
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, MA, August 7-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Media Research; Models; *News Media; *News Reporting; *Risk
IDENTIFIERS- *Alar Controversy; *Environmental Reporting; Media Coverage; Risk Assessment; Science Writing

A study reviewed coverage in 13 newspapers during 1989 of the issue of spraying the pesticide Alar on apples. Using VU/TEXT, a newspaper database, 297 articles in 13 newspapers that included the specified code words "Alar" with or without "apple" or "apples" were retrieved and analyzed using a 33-question coding instrument which recorded general information about the coverage and risk information crucial to the reporting of such an issue. Results indicated that for the most part the newspapers treated the Alar story as a hard news event, without detailed analysis of the core of the controversy--the risk issues. Four papers from apple-growing regions provided generally better coverage of the issue than did those from non-apple regions. Results also indicated that although the Alar issues had major economic and other impacts, and levels concludes this booklet. (RR)

ED 339 084 EA 023 453

Levin, Benjamin
Understanding Changing Environments.
PUB DATE- Jun 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Kingston, Ontario, June 2-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrator Attitudes; Cognitive Restructuring; Decision Making; *Educational Administration; Educational Environment; Elementary Secondary Education; Foreign Countries; *Informal Organization; *Organizational Change; *Organizational Climate; *Work Environment
IDENTIFIERS- *Canada

Issues in understanding organizational change from an interpretive viewpoint are explored in this paper, which discusses two perspectives for viewing organizational responses to their environments: (1) "environment" as an open concept (i.e., how "environment" is defined by participants in a given organization); and (2) organizational decision-making processes. Data were derived from two studies. The first study, based on interviews with 11 principals, examined school administrators' views of school responses to a changing world. The second involved four case studies of organizational response to change, based on document analysis, interviews, and observation. Findings indicate that the process through which organizations identify external issues is not dependent upon explicit models or structured procedures, but rather upon organizational routines, individual attitudes, organizational climate, and accidents. The recommendation is made to recognize the importance of informal and ambiguously defined understandings in relation to formal planning processes. (25 references) (LMI)

ED 339 085 EA 023 454

Fradd, Michael; Malassa, Donald
Microcomputers in Schools.
PUB DATE- Oct 91
NOTE- 20p.; Some faint print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Literacy; *Computers; Computer Software; *Computer Uses in Education; Curriculum Development; *Educational Technology; Foreign Countries; *Information Technology; Secondary Education
IDENTIFIERS- *Solomon Islands

Findings from a study that assessed the use of computers in secondary schools and computer awareness in the Solomon Islands are presented in this report. A brief report of a conference based on the survey findings is attached. Methodology involved three survey instruments: questionnaires administered to 421 out of 1,978 secondary students enrolled in forms 3 and 5; questionnaires sent to 22 secondary and 2 primary schools; and

Whitaker, Kathryn S.
Testing Our Values: Statements of Beliefs That Underlie Leadership Development.
PUB DATE- Oct 91
NOTE- 14p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Collegiality; *Educational Philosophy; Elementary Secondary Education; Higher Education; *Leadership; *Leadership Training; Management Development; Organizational Change
IDENTIFIERS- *University of Northern Colorado

The process through which the policy and beliefs of a leadership development program at the University of Northern Colorado was developed is described in this paper. The departmental philosophy for effective leadership is based on administrative capacity to function within a diverse environment, achievement of a shared organizational vision, and continual learning. Seven belief statements and their rationale based on this philosophy are described: (1) human growth and development are lifelong pursuits; (2) organizations are artifacts of a larger society; (3) learning, teaching, and collegiality are fundamental activities of educational organizations; (4) validated knowledge and active inquiry form the basis of practice; (5) moral and ethical imperatives drive leadership behavior; (6) leadership encompasses a learned set of knowledge, skills, and attitudes; and (7) leaders effect positive change in individuals and organizations. A conclusion is that administrator preparation programs must develop a culture in which leaders understand how to create collegial learning environments that focus on the growth of the total person. (27 references) (LMI)

ED 339 108   EA 023 480

Wiles, David K.
Economies of Scale and Smallness Policy in School Organization: Comparisons of New York State's Smallest K-12 Districts.
PUB DATE- Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Economics; Educational Policy; Elementary Secondary Education; *Fiscal Capacity; Resource Allocation; Rural Areas; *Rural Schools; School Districts; *School District Size; School District Spending; *School Organization
IDENTIFIERS- *New York; *Small School Districts

The effects of state educational consolidation policies and decentralizing curriculum reform initiatives on small school districts in New York are examined in this paper, with a focus on identifying patterns of environmental "embeddedness" that may include or exclude small districts from state equalization aid. Methodology involved multiple regression analysis of 205 state-defined small jurisdictions and second-order analysis of

Powe, Karen
Business-Education Collaboration: An Old Relationship in New Times.
PUB DATE- Sep 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Board of Education Role; *Cooperation; Cooperative Programs; *Corporate Support; Educational Objectives; Elementary Secondary Education; Instructional Innovation; *Policy Formation; Public Schools; School Based Management; *School Business Relationship; School Restructuring
IDENTIFIERS- *Partnerships in Education

Both business and education leaders have come to view their alliance as the way to educate America's youth to meet society's needs. Because successful businesses are flexible and adaptable, business leaders can work with school boards in changes promoted by the current school reform movement. Board members need to work with business to identify realistic and effective strategies. Eight basic steps in establishing a working and workable coalition are as follows: (1) choose a coalition structure; (2) create a vision; (3) develop a plan of action; (4) build trust; (5) define the roles and include all important players; (6) establish common ground; (7) cultivate patience and maintain support; and (8) access progress. Four publications are listed for other perspectives and program suggestions for business-education partnerships. (MLF)

ED 339 132 EA 023 524

Patterson, Jeff
Stress Management Techniques for the 1990's.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Coping; Elementary Secondary Education; *Health; Health Education; *Principals; Quality of Working Life; *Relaxation Training; *Stress Management; *Stress Variables

An overview of stress management techniques is offered in this paper. Special focus is on the characteristics, causes, and effects of stress; potential sufferers; six reduction strategies; and stress and the principalship. A conclusion is that stress is real; although complete elimination is unlikely, it can be alleviated through effective reduction techniques requiring individual commitment. (12 references) (LMI)

ED 339 133 EA 023 534

Bastian, Lisa D.; Taylor, Bruce M.
School Crime: A National Crime Victimization Survey Report.
PUB DATE- Sep 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical

communication; (2) adapt educational software; (3) integrate computer applications; (4) cue and prompt communication; (5) collaborate with teachers; (6) teach stimulation techniques; (7) serve as technical advisors; and (8) participate in software selection. The guide also examines the three stages of computer activities (precomputer, computer, and postcomputer) and the issue of whether the clinician or the student should operate the keyboard. A list of seven references and nine organizational, print, and software resources is included. (JDD)

ED 339 155 EC 300 765

Fitzgerald, Gail
Using the Computer with Students with Emotional and Behavioral Disorders. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 90
NOTE- 11p.; For related documents, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Classroom Techniques; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Emotional Disturbances; Student Characteristics; Teaching Methods

This guide examines the computer's role in the educational environment of students with emotional or behavioral disorders (EBD). The computer's power to reinforce students who are reluctant learners, in a personalized learning environment without the complications of adult interactions or behavioral control issues, is noted. Characteristics of EBD students are described. Software capabilities important for EBD students are outlined, such as providing step-by-step instruction; offering feedback, correction, and reteaching without emphasizing failure; and focusing attention through animation, color, graphics, sound, and interesting interactions. Applications for students with behavioral problems are discussed, including using the computer for contingency management, providing opportunities for cooperative learning, developing social/leisure-time skills, and using the computer to monitor behavior. Applications for students displaying emotional problems are then reviewed, including analyzing learning styles, facilitating personal expression, improving self-esteem, and training in stress reduction. Finally, applications for students with behavioral control problems are examined, including training in impulse control, providing practice in problem solving, and involving the student in simulations. A list of 18 references, 14 addresses for software products, and 6 curriculum references is included. (JDD)

ED 339 156 EC 300 766

Students with Severe and Profound Disabilities. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 90
NOTE- 7p.; For related documents, see ED 324 842-850 and EC 300 758-769.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Early Parenthood; Family Life Education; Mental Retardation; Pregnancy; *Pregnant Students; Program Administration; *Program Development; Secondary Education; *Sex Education; Teaching Methods; *Unwed Mothers

This booklet addresses the plight of pregnant teenagers and teenage parents, especially those in special education, and the role of program developers and practitioners in responding to their educational needs. After a brief introduction, a research synthesis notes similarities of predictors, extent, and consequences of teenage pregnancy and parenting for youths in regular and special education, as well as increased vulnerability among special education students. Implications for program development are presented next, including the need for a broad-based local team addressing the complex issues associated with creating sound family life/sex education/prevention programs for this population. The importance of administrative involvement and support is covered in the following section. Teachers of family life education programs are encouraged to increase their knowledge of this topic and to improve their assessment skills, teaching strategies, and access to support networks. Administrators are urged to take responsibility for policy, teacher education and support, collaboration with parents and community agencies, budgeting, evaluation, and monitoring. The book includes 45 references, a resource list of teaching materials, and a description of the Scarborough principle of teaching sex education to the mentally handicapped. (DB)

ED 339 175 EC 300 785

Nightingale, Demetra; And Others
The Learning Disabled in Employment and Training Programs: Research and Evaluation Report Series 91-E.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adults; *Employment Programs; Evaluation Methods; Federal Programs; *Functional Literacy; *Handicap Identification; *Intervention; Job Skills; *Learning Disabilities; Public Policy
IDENTIFIERS- Job Training Partnership Act 1982

This report analyzes the incidence of learning disabilities among individuals in Job Training Partnership Act (JTPA) and other employment training programs and the impact of these learning disabilities on programmatic approaches to functional literacy assessment and training. The report examines the proportion of target individuals likely to be learning disabled (LD), the state of the art for testing and assessing adults to identify learning disabilities, the state of the art with respect to providing basic and occupational skills instruction to learning-disabled persons, and local and national level actions needed to ensure that learning-disabled persons eligible for opportunities, relevant education, and opportunities to apply their training to home-country issues. Examples of successful repatriation efforts are noted. (MSE)

ED 339 193 FL 019 544

Tarone, Elaine
Teacher-Executed Needs Assessment: Some Suggestions for Teachers and Program Administrators.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Administrator Role; *Educational Assessment; *Educational Needs; *English (Second Language); English for Special Purposes; Higher Education; Program Administration; Second Language Instruction; Second Language Learning; *Student Needs; *Teacher Role

In a discussion of the needs of English-as-a-Second-Language learners, it is suggested that the best approach to identifying needs is at the local level. Specific suggestions are made for classroom teachers, drawing on research techniques in second language learning and English for special purposes. Teachers are told to: (1) expect some mismatch between the outcome of system-level and local level needs assessments; (2) gather information on the real situations in which the students will need the language, should the teacher have to depart from the syllabus based on system-wide needs assessment; and (3) be aware of possible inaccuracies in textbook information about situation-specific language use. Suggestions are also made for administrators wishing to encourage their faculty in the local approach, including: (1) helping to ensure the quality of the system-wide needs assessment process; (2) recognizing that in spite of system-wide assessment quality, there will always be some mismatch with the needs of any specific classroom; and (3) supporting the classroom teacher in making local assessments. Anecdotal information is used to illustrate these points. (MSE)

ED 339 194 FL 019 545

Prendergast, Irene K.
Toward Collaboration as a Viaduct for Student/Teacher Interaction.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Case Studies; Classroom Techniques; *Cooperation; *Curriculum Design; Elementary Education; *English (Second Language); *Problem Solving; Second Language Instruction; Second Language Learning; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *Freire (Paulo); Problem Posing

Using a case history approach, one teacher's attempt to integrate theory and practice in an elementary English-as-a-Second-Language classroom is described. Paulo Freire's problem-posing educational model is examined in terms of its capacity to incorporate effectively the following theoretical premises: (1) language and culture form an inseparable unit; (2) language learning may not equal language acquisition; and (3) language acquisition necessitates language-focused comprehensible input in a suitable affective environment. A narrative of in-class experiences traces the development of teacher and learner in a

Using data from the 1986 Census of Canada, the study examines the relationship among three components of language usage: mother tongue, home language, and knowledge of official language. Findings indicate that, generally, language maintenance and shift are related to the relative age of the linguistic group and the proportion of immigrants within the group as well as the group's age structure. When a shift in language usage does occur, it is generally toward the majority language—French in the heartland of Quebec and English elsewhere. In Montreal, a large proportion of shifts are towards the use of both official languages. An appendix listing census subdivisions and a 44-item bibliography are appended. (AF)

ED 339 215 FL 019 817

Karvonen, Raimo
Content Based Language Instruction at Ylojarvi High School.
PUB DATE- 27 Sep 91
NOTE- 8p.; Figures contain small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; Computer Science; Curriculum Design; *English (Second Language); Foreign Countries; High Schools; Instructional Effectiveness; Physics; Program Descriptions; Second Language Instruction; *Second Language Programs; Student Attitudes
IDENTIFIERS- *Content Area Teaching; *Finland

An innovative high school curriculum in Finland is designed so that the year is divided into six 6-week periods. In an experiment begun in fall 1989, English second language instruction was provided to second-year students in the form of content-area instruction in computer science, chemistry, and physics at one of two levels. Each course lasted for two 6-week periods, at the rate of 3 hours of instruction per week. It was found that most students adjusted quickly to classroom instruction in English. Demographic information about the students indicated that they were generally lower achievers in math and chemistry but achieved better in English. Student questionnaires revealed that, on the whole, the students were pleased with the program and had little language difficulty. Recommendations for improvement include better distribution of instructional materials, early distribution of a vocabulary list, reduction of the class's pace, and required use of English by students. Participants' school-leaving examination results show some overall improvement in English skills, and significant improvement in chemistry achievement, but little improvement in physics or computer science. (MSE)

ED 339 216 FL 019 861

Privorotsky, Grazyna
Reading Authentic Czech, Volume I.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 489p.; Some text materials will not reproduce legibly.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Education; Conservation (Environment); *Czech; *Daily Living Skills; Difficulty Level; Education;

reported. Eight teachers and 85 students are involved in the 4 classes. As in other years, the "special" classes (music, physical education, and library) are conducted in English, but there is an increased awareness of Spanish language activities throughout the school. The annual review has included classroom observations, student and teacher interviews, student assessment, and parent and staff interviews. Student assessments measured progress in both Spanish and English (standardized tests, oral language assessments, and teacher evaluations). Reasons for the program's continued success are identified, including: teacher/staff dedication; coordination between the two immersion classes and between the English and Spanish parts of the day, including the approaches to reading, writing, and hands-on science instruction; active involvement of parents; and continued support for the program from the central office. A major recommendation is that the program be continued and expanded to involve grades 1-5. Additional recommendations call for teacher inservice training opportunities and for the implementation of a long-term plan for the continuation of Spanish instruction for immersion students in middle and high school. Appended are agendas from parent-teacher meetings, a newspaper article about the program, the school immersion brochure, and the Holistic Rating Scale for Writing Samples. (LB)

ED 339 235 FL 019 919

Rhodes, Nancy C.; Barfield, Susan C.
Review of the Fifth Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 34p.; For related documents, see FL 019 915-918.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *English (Second Language); Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; *Immersion Programs; Inservice Teacher Education; Intermediate Grades; Kindergarten; *Language Skills; Parent Participation; Primary Education; Program Evaluation; Public Schools; Science Fairs; *Second Language Instruction; *Spanish; Writing Skills
IDENTIFIERS- *Arlington Public Schools VA; Content Area Teaching

The fifth year of the partial immersion program in grades 1-5 at Key Elementary School (Arlington, Virginia), where half the day is taught in English and half in Spanish, is reported. The annual review, which included classroom observations, student and teacher interviews, student assessment, and parent and staff interviews, revealed a highly successful educational program for grades 1-5. Some of the reasons for the program's continued success are: the dedication of the principal, teachers, and staff; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of parents; and continued support for the program from the central office. Test results have shown that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level, and that their English and Spanish skills continue to improve. Appended are a conference program, newsletter article, congratulatory letter from the Department of Education, letter to parents about writing assessment results, and the Rubric for Assessment of Writing. (LB) and managers to the differences in communication patterns, including nonverbal signals in different cultures, and to enable them to acquire specific verbal strategies for communicating effectively with LEP individuals. The strategies parallel those taught to participants of an English-as-a-Second-Language (ESL) class, but they also help supervisors work with individuals who are not taking ESL classes. The manual contains an introduction (the pre-assessment process and trainer role) and a training packet which includes: an agenda for a training session at Fairfax (Virginia) Hospital; warm-up activities; individual and group concerns; the adjustment process in a new culture; sound boundaries, blends and deletions, idioms, and slang; comparisons in nonverbal communication; case studies; suggestions for improving intercultural communication; understanding cultural differences; and evaluation and follow-up. Cross-cultural training resources are included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 339 256 HE 022 302

Nurse Education Reauthorization Act of 1988. 100th Congress. 2d Session. Calendar No. 894.
PUB DATE- 10 Aug 88
NOTE- 43p.; This document consists of the Senate Report on S. 2231 and an actual copy of the bill showing specific amendments.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Anesthesiology; *Educational Finance; Educational Legislation; Federal Aid; *Federal Legislation; Graduate Study; Hearings; Higher Education; Nurse Practitioners; Nurses; *Nursing Education; Obstetrics; Policy Formation; Professional Education; *Public Policy; Student Financial Aid; Undergraduate Study
IDENTIFIERS- Congress 100th; Reauthorization Legislation

The U.S. Senate Committee on Labor and Human Resources met to report on the referred bill (S. 2231) to amend the Public Health Service Act to reauthorize nurse education programs established under Title VIII of such act. It reported favorably without amendment and recommended that the bill be passed. The bill reauthorizes the nurse education programs for both undergraduate and graduate nursing students and creates a nursing shortage relief demonstration program to increase the recruitment and retention of nurses for long-term care, home heath care systems, and nursing homes. A summary of the bill looks at Title I special projects and Title II assistance to nursing students. The text of the bill includes special project grants and contracts, advanced nurse education, nurse practitioner and nurse midwife programs, nursing shortage relief programs, traineeships for advanced education or professional nurses, nurse anesthetists, traineeships for undergraduate education of professional nurses, and loan provisions. Committee views and action on each topic are discussed, noting the bill was considered and reported favorably without amendment by unanimous vote. The cost of the bill will fall within budget function 550. The Committee determined that there will be minimal or no increase in the regulatory burden of paperwork as a direct result of the bill. Changes in existing law are noted. (SM)

ED 339 257 HE 022 977

Klein, Mel; Cufaude, Jeffrey B.
Bridge the Gap.

Education Association; *NEA Contracts

The collective bargaining agreement between Lake Superior State University (Michigan) and the Lake Superior State University Faculty Association, an affiliate of the National Education Association, covering the period September 1, 1988 to August 31, 1991 is presented. The agreement covers the following items: definitions; recognition; association rights regarding union activities; management rights; faculty rights; academic freedom and responsibility; faculty appointments (types, just cause for discharge, standards, procedures, letter of appointment, renewal and notice of non-renewal); evaluations; promotions (qualifications, criteria, promotion committees, procedures); tenure; academic conditions and workload (non-discrimination, qualifications for assigned tasks, loads, university calendar, working conditions, workload adjustments for special assignments and coaching, off-campus teaching assignments); grievance procedure (definition and steps); layoff and recall of faculty members; curriculum development; leaves of absence and professional development fringe benefits (health, insurance, disability, retirement, tuition reimbursement, etc.); professional compensation (base salary, advances, adjustments, other compensation); negotiations procedures; no strike clause; duration of agreements; and grievances. Appendixes contain a grievance report form, faculty evaluation form and criteria for promotion. An index is also included. (JB)

ED 339 276 HE 025 055

Agreement between Pittsburg State University/Kansas National Education Association and Pittsburg State University, 1989-90.
PUB DATE- 19 May 89
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Sabbatical Leaves; *State Universities; Teacher Retirement; Teacher Salaries; Teacher Strikes; Teaching Load; Tenure; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Pittsburg State University KS

The collective bargaining agreement between Pittsburg State University and Pittsburg State University/Kansas National Education Association, an affiliate of the National Education Association, covering the period May 19, 1989 to June 30, 1990 is presented. The contract covers the following items: recognition; equal opportunity; salaries (definitions, allocation, performance appraisal, grievance procedures, arbitration); summer employment; out-of-state travel; retrenchment; non-reappointment in the event of academic program discontinuance; personnel files; tenure (guidelines and procedures); promotion (criteria, ranks, procedures, committees, nomination, review); sick leave; retirement; hours of work (workload, procedures for developing workload); wearing apparel (items supplied as instructional support to faculty by the college); jury duty; shift differential (procedures for scheduling changes); miscellaneous provisions (continuing studies course compensation and extra duty compensation); grievance procedures; sabbatical leave and leave without pay guidelines; faculty English language proficiency evaluation; and duration. An appendix contains a statement, "Definition of (conversation, telephone, and interview). Each unit includes an introduction, a topical outline, unit objectives, general comments, suggested student activities with suggestions for evaluation, and teacher resources. Three appendixes include the following: (1) plans for integration of instructional activities to state learning goals; (2) a crosswalk of instructional activities to generalizable skills, transition skills, vocational ethics skills, and state learning goals; and (3) an integrated organization of instructional activities for the business and technology concepts course, which includes business communications and business computations. (KC)

ED 338 807 CE 059 276

Business and Technology Concepts--Business Computations. Teacher's Guide.
PUB DATE- 89
NOTE- 532p.; For related documents, see CE 059 275-279.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; *Business Education; *Computation; Equipment Maintenance; Expenditures; Facility Inventory; Fringe Benefits; Grade 9; Grade 10; High Schools; Insurance; Investment; Mathematical Applications; *Mathematics Skills; Metric System; *Money Management; *Payroll Records; *Recordkeeping; State Curriculum Guides; Taxes; Teaching Guides; Technological Advancement; Transportation; Wholesaling
IDENTIFIERS- Illinois

This Illinois State Board of Education teacher's guide on business computations is for students enrolled in the 9th or 10th grade. The course provides a foundation in arithmetic skills and their applications to common business problems for the senior high school vocational business courses. The curriculum guide includes teacher and student activities that can be implemented in many ways. Information on how to integrate the activity objectives of the Illinois Plan for Business, Marketing, and Management into the State Learning Goals also is included. A model for the curriculum is presented that suggests areas and grade levels of study, and a plan for implementing the course is provided. A partially annotated bibliography lists 58 print, 13 audiovisual, 45 computer software, and 19 other resources. The guide contains 17 units: keeping cash and checkbook records; computing total pay; computing regular and overtime pay; computing net pay and commissions; computing costs of fringe benefits and job expenses; selling merchandise at retail and wholesale levels; selling goods at the manufacturing level; financing business through loans; saving and investing; acquiring, maintaining, and operating plant and equipment; computing transportation expenses; computing taxes; computing cost of insurance; understanding business data; understanding types of business organization; solving other business problems; and using metric measurement. Each unit plan contains the following: an overview, outline, objectives, teacher resources, evaluation ideas, and student activities. Student activities include name, use, objectives, facilities or materials needed, description, and teacher and evaluation suggestions. Three appendices are provided: integration of instructional activities to state learning goals; crosswalk of instructional activities to skills and state learning goals; and an integrated organization of instructional activities for the business and technology concepts course. (NLA) training are available: training for work, on-the-job training, and training under special state legislation. No obligation is placed on employers to train the work force. Most worker training is informal and conducted without recourse to any in-company training department. Medium-sized and large companies generally have their own training departments. In-company trainers have many or few functions, depending on the size of the organization. They may be managers, organizers, planners, full-time instructors, or part-time trainers. Channels of access to the training profession include training on the job and institutional training. Within companies, the training section tends to be in the personnel department. No real career process exists for an in-company trainer. The growing tendency is for a streamlined training section that assesses training needs and designs required courses. Training work is provided by outside consultants. At Unilever Italia, training is directed by a training board that consists of a number of managers and the directors of personnel of individual Unilever companies. The board's terms of reference are the analysis of training needs, formulation of annual plans, and supervision. A special feature of the Pirelli Group is that the training process is very extensive, affecting all levels from management to the shop floor. (YLB)

ED 338 826 CE 059 516

Nitschke, Christoph; And Others
Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries--Study on the Federal Republic of Germany.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Chemical Industry; *Employment Qualifications; Environmental Education; *Environmental Standards; Foreign Countries; Hazardous Materials; Job Analysis; Job Skills; *Metal Industry; *Occupational Information; Physical Environment; Pollution; Postsecondary Education; Vocational Education
IDENTIFIERS- *Environmental Protection; *Germany

A study focused on new occupational and qualification structures in the field of environmental protection in the metal and chemical industries in the Federal Republic of Germany. A total of 22 interviews were conducted with representatives of 11 firms. The public debate on occupational requirements in the field of environmental protection and on appropriate training for occupations in the field began only recently. Integration of environmental learning objectives into federal training regulations and inclusion of the objectives into the vocational curricula has begun. Typical environmental problems faced by the chemical and metal industries are dangers posed by solvents, heavy metals, and use of oils. A supply-side view of occupational and qualification structures in the field of environmental protection focused on the qualifications "produced" for environmental protection in firms. Two factors affecting the development of qualification structures were inclusion of subjects relevant to the environment in existing training courses and separate, formally distinct additional training in environmental protection. The demand-side analysis established what kind of work requirements environmental protection entailed, whether and how these were combined to form tasks, and what qualifications were needed to perform machine trades. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 18 units: (1) orientation; (2) measuring workpieces; (3) inspecting workpieces; (4) benchwork; (5) layouts; (6) power saws ; (7) drilling machines; (8) grinding machines; (9) milling machines; (10) lathes and turning machines; (11) computer numerical controlled (CNC) lathes and turning center; (12) CNC mills and machining center; (13) electrical discharged machines; (14) heat treating; (15) superabrasives; (16) contemporary tooling; (17) advanced machining tooling; and (18) employability skills. (NLA)

ED 338 847 CE 059 537

Medical Assistant. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 28p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Business Skills; *Competency Based Education; Drug Use; *Employment Potential; Entry Workers; Ethics; High Schools; Insurance; Job Analysis; *Job Skills; Laboratory Technology; Lifelong Learning; *Medical Assistants; Medical Services; Patient Education; Pharmacology; Physical Examinations; Postsecondary Education; Quality Control; Secretaries; State Standards; Task Analysis
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a comprehensive and verified employer competency list for a medical assistant program. It contains units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter this occupation. Within that outline are are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment and are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This OCAP contains 13 units: (1) principles of medical ethics; (2) quality assurance; (3) infection control and hazards management; (4) medical database; (5) patient education; (6) examinations; (7) medications; (8) medical emergencies; (9) laboratory procedures; (10) general office procedures; (11) insurance; (12) financial functions; and (13) employability. (YLB)

ED 338 848 CE 059 538

Middle School Home Economics. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

literacy training. Much workplace literacy discourse centers on functional context training--basing literacy instructional materials on texts used on the job. A more critical reading of current views rejects a simplistic assignment of blame to workers' lack of literacy skills. Reassessment of the effects of literacy and illiteracy, workers' potential, the nature of literacy, and the literacy requirements of work should be infused with the workers' perspective and alternative views. The literacy practices emerging from these "other voices" can help amend, qualify, and improve workplace literacy programs. (101 references) (NLA)

ED 338 866   CE 059 566

Bragg, Debra D.; Jacobs, James
A Conceptual Framework for Evaluating Community College Customized Training Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Characteristics; *Community Colleges; Competence; Contracts; *Economic Development; *Educational Opportunities; Evaluation Criteria; Institutional Characteristics; Instructional Design; Job Analysis; Labor Force; Negotiation Agreements; Outcomes of Education; Participant Characteristics; Program Administration; *Program Evaluation; Program Implementation; *School Business Relationship; Special Needs Students; Training Objectives; Two Year Colleges
IDENTIFIERS- *Customized Training

A project developed an operational definition of and designed a conceptual framework for evaluating two-year postsecondary educational customized training programs. The definition specifies that customized training requires the following: (1) contracts; (2) payments; (3) relationships to economic development strategies; (4) the delivery of training designed to improve work force competencies; and (5) adaptation to the needs of external clients. Four categories further differentiate training approaches: custom-designed courses, modification of courses, alternative delivery of courses, and courses for special populations. The framework contains sets of variables that describe the context for customized training. The variables reflect characteristics of employees/employers, institutions, communities, and states that provide a basis for the way customized training is conducted. The process identifies the client needs and proceeds through subprocesses: negotiation, job analysis, instructional design, implementation, program evaluation, and administration. It is necessary to focus on the outcomes of training and to determine how products are linked to individual outcomes. (30 references) (NLA)

ED 338 867   CE 059 567

Fahy, Patrick J.
Adult Literacy Learning and Computer Technology: Features of Effective Computer-Assisted Learning Systems.
PUB DATE- 22 Nov 91

Outreach for Parenting Teens. Final Report.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 31 Aug 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Basic Skills; Daily Living Skills; Dropout Programs; *Early Parenthood; Educational Objectives; English (Second Language); *Family Life Education; Financial Problems; High School Equivalency Programs; Immigrants; Job Skills; *Outreach Programs; Parenting Skills; Pregnant Students; *Prevocational Education; Staff Role; Student Motivation
IDENTIFIERS- Virginia (Arlington)

The Arlington (Virginia) Better Beginnings Coalition hired one full-time and one part-time employee to provide outreach services to out-of-school pregnant teens and teenage mothers. A career development specialist worked with outreach personnel and coordinated structured weekly prevocational training. Cooperating agencies identified 55 young women targeted for immediate contact and support. The population included young women who have dropped out of school and foreign-born girls who did not know that training was available. The project established three initiatives: (1) outreach to the target populations; (2) structured transitional groups teaching prevocational and family living skills; and (3) enrollment and support of participants in educational training. Overall, the project and nurturing program were successful. A number of problems were associated with the project: difficulty in reaching some participants; language barriers; concern over legal immigrant status; participants outnumbered project staff; teens who wanted to earn money rather than an education; and participants' lack of motivation, information, and money. (Publicity materials in Spanish and English, agenda for weekly support meetings, participant roster, intake questionnaire, Better Beginnings support meeting roster, and student application for mentor program are included.) (NLA)

ED 338 886 CE 059 603

Northern Neck Regional Vocational Center Evaluation and Assessment Center. Final Report.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 30 May 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Behavior Rating Scales; Cooperative Programs; Coordination; High Schools; Inservice Teacher Education; Program Administration; *Program Improvement; Referral; Regional Programs; Shared Resources and Services; *Student Evaluation; *Trade and Industrial Education; *Vocational Evaluation
IDENTIFIERS- APTICOM (Computer Program); Virginia

The comprehensive Vocational Evaluation and Assessment Center serving five school divisions of the Northern Neck Region (Virginia) was established in 1989. An assessment center coordinator determined the needs and perceptions of potential employment, independent living, and rehabilitation engineering. Appendixes include a 174-item bibliography with a list of selected technical references, a suggested format for a needs assessment report, and the addresses and locations of clearinghouses and secondary data sources, names and telephone numbers for contact persons, and selected agencies. (KC)

ED 338 905 CE 059 684

Westwood, Sallie, Ed.; Thomas, J. E., Ed.
Radical Agendas? The Politics of Adult Education.
PUB DATE- 91
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adult Education; Adult Programs; Citizenship Education; *Community Action; Community Education; Economics; *Educational Change; Educational Development; Foreign Countries; Minority Groups; *Politics of Education; Race; Racial Balance; Sex Fairness; *Social Change; Unemployment; Womens Education
IDENTIFIERS- *England

This book brings together eight of the most significant papers published in the journal "Studies in the Education of Adults" from the 1970s and 1980s, together with three new essays that place the earlier material in context. It examines the changes in British adult education between 1970 and 1990 and is concerned with the place of radicalism in those years, how it was perceived, and what forms it took. Part I contains the three new contributions to the debates within adult education: "Innocence and After: Radicalism in the 1970s" (J. E. Thomas); "Counting the Cost: Managerialism, the Market, and the Education of Adults in the 1980s and Beyond" (Alan Tuckett); and "Constructing the Future: A Postmodern Agenda for Adult Education" (Sallie Westwood). The four papers in Part II focus on the 1970s: "Community Adult Education" (T. Lovett); "Education at the Bottom" (David Head); "The Concept of Deprivation" (R. W. K. Paterson); and "Adult Education and Social Change" (J. E. Thomas, G. Harries-Jenkins). Part III contains four papers relating to the 1980s: "A University Adult Education Project with the Unemployed" (Kevin Ward); "Conformity and Contradiction in 'English Responsible Body' Adult Education, 1925-1950" (Roger Fieldhouse); "Gender and Education: A Study of the Ideology and Practice of Community Based Women's Education" (Gillian Highet); and "Constructing the Other: Minorities, the State, and Adult Education in Europe" (Sallie Westwood). (YLB)

ED 338 906 CE 059 685

McGivney, Veronica; Murray, Frances
Adult Education in Development. Methods and Approaches from Changing Societies.
PUB DATE- 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Developing Nations; *Economic Development; Foreign Countries; *Health Education; Illiteracy; *Literacy Education; Outcomes of Education; Role of Education; *Rural Development; Social Change; Social Development; *Womens Education

School Equivalency Programs; Job Placement; Job Training; Males; Outcomes of Education; *Program Effectiveness; Program Implementation; Secondary Education; Success; Unemployment; Welfare Recipients; Welfare Services; Youth Programs

JOBSTART, a federally funded demonstration program, offered basic education, occupational skills training, support services, and job placement assistance to young school dropouts. A study of the impacts of JOBSTART was designed to separate effects of the program from events attributable to other factors. A total of 2,312 people eligible for JOBSTART were randomly assigned: 1,163 to the experimental group and 1,149 to the control group. Thirteen sites conducted random assignments over varying periods of time from August 1985 to November 1987. Follow-up surveys at 12 and 24 months after assignment gathered data on outcomes such as participation in education and training programs, educational attainment, employment, earnings, and use of public benefit programs. An examination of JOBSTART services and participation at the 13 sites found great diversity within the general framework of the guidelines; longer and more substantial participation than that in other programs for young school dropouts; and similar participation hours among different groups and types of sites. JOBSTART had strong impacts on educational attainment--completion of high school or receipt of a General Educational Development certificate. The impacts on employment and earnings were encouraging for mothers; small, but slightly positive, for other women; and generally negative for men. JOBSTART was sometimes effective and sometimes ineffective in yielding second-year labor market gains in brokered programs and in-house programs; it also showed varying success in both concurrent programs and sequential programs. (An executive summary, 64 tables, and 10 figures are provided. Appendixes include additional data tables and 55 references.) (YLB)

ED 338 924 CE 059 750

Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Manufacturing and Aviation Maintenance Industries.
PUB DATE- Jul 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aviation Education; *Aviation Mechanics; *Educational Needs; Employment Opportunities; Futures (of Society); *Job Training; *Labor Needs; *Manufacturing Industry; Postsecondary Education; Recruitment; Secondary Education; *Technical Education; Technological Advancement; Vocational Education

This report focuses on two areas in which the United States has traditionally been a world leader--manufacturing and aircraft maintenance. It shows that both have been affected drastically in recent years by technological change and that both will have to employ highly skilled workers in the coming decade. The report emphasizes the following implications of these changes: (1) workers will need more education; (2) industry should agree on job-skill competencies so that the education system can teach them; (3) students must learn more than just basic skills--they must be able to read well, to think, to make decisions and to work in teams; and (4) workers should have a strong work ethic and be adaptable to change. For each of the two industries, the report summarizes job outlook, education needed, on-the-job training opportunities, competencies, worlds. The corporate world explored in this survey was still largely a traditional man's domain and standards of work behavior and career advancement were basically shaped by the assumption that there was someone else to take care of all family and non-work responsibilities. Reluctance on the part of employers to initiate or expand family-oriented policies stemmed from several sources. One was confusion about who should be responsible for the consequences of changes in the social and economic forces affecting the workplace and workers. Another was entrenched beliefs about the roles of men and women and the economics of running a company. Implications of the study are discussed, and the questionnaire is included in an appendix. (LLL)

ED 338 944 CG 023 755

Crenshaw, Wesley B.; Lichtenberg, James W.
Mental Health Providers and Child Abuse: An Analysis of the Decision to Report.
SPONS. AGENCY- Kansas State Dept. of Social and Rehabilitation Services, Topeka.
PUB DATE- 90
NOTE- 79p.; Small/light type may affect legibility of tables.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; *Confidentiality; *Counselors; Family Violence; *Mental Health Workers; *Sexual Abuse
IDENTIFIERS- Kansas

When deciding to report cases of child abuse, Mental Health Providers (MHPs) must confront legal mandates, concerns for client welfare, and a series of systemic and ethical issues. All 51 jurisdictions in the United States require MHPs to report suspected or known child abuse to appropriate authorities, with criminal penalties for noncompliance. However, research suggests mandatory reporting laws are not universally obeyed. This study examined the child abuse reporting tendencies of MHPs. The Crenshaw Abuse Reporting Survey (CARS) was given to 452 Kansas MHPs. Discriminant analysis and chi-square statistics yielded the following results: (1) knowledge of reporting laws was greater than in previous studies and nearly uniform across respondents; (2) MHPs are supportive of reporting laws, though the majority expressed at least some reservations over the laws; (3) the propensity to report a known physical abuse scenario had increased significantly since previous studies, but was still not uniform across respondents; (4) the propensity to report differed across MHP profession and gender; (5) the majority of MHPs tended not to forewarn clients of the limits of confidentiality until they suspected abuse; (6) a hierarchy of abuse reporting emerged with a scenario of known sexual abuse most often reported, followed by known physical abuse, suspected sexual abuse and emotional abuse; and (7) reporting tendencies were predicted with 81-92 percent accuracy based on a composite of decisional items. A list of 22 references is included and 16 data tables are attached. (Author/LLL)

ED 338 945 CG 023 756

Moore, Johnny
Designing and Executing Instructional Strategies for Improving the Self-Esteem of Secondary At-Risk Students.
PUB DATE- Aug 91
NOTE- 92p.; Educational Specialist Practicum, Nova University.

DESCRIPTORS- *Feminism; *Males; Models; *Sex Role; Sex Stereotypes; Trend Analysis

Varied theoretical approaches provide insight into the complexity of the process of role shift for men and women. The concept of role "shift" as opposed to role "change" recognizes the need to consider the progressively complex interactions and processes which occur intraindividually, interindividually, culturally, and historically as individuals interact with, react to, and act upon their environment. Recently, attention was directed toward the male only from the perspective of his response to the new woman. Dependency, diffusion, decentralization, and demystification are four issues underlying the shift in role focus. The feminist movement which sought to give women equal rights with men has opened the way for women to enter the workplace. This has created a double standard where men are victims of the traditional stereotypic male worker, provider roles. Already some men in dual career families are attempting to integrate occupational and family roles. They accept and actively support their wives' careers and value close relationships with their children. Men are developing their own support systems, and men's studies is an accepted and important discipline in some universities. Although the question of men's victimization has not been answered, the problems and potential for positive adaptation have been identified. (LLL)

ED 338 965 CG 023 779

Goddard, H. Wallace; Allen, Jane D.
Using the ABC-X Model To Understand Resilience.
PUB DATE- 16 Nov 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adjustment (to Environment); Coping; Models; Predictor Variables; *Stress Management; Stress Variables
IDENTIFIERS- ABC X Model (Hill); *Resilience (Personality Trait)

Many fundamental questions about the functional meaning of resilience remain to be answered. There are many different approaches to resilience. Some studies have described functional characteristics of children who demonstrate resilience, while other studies have looked to the temperament of the child and characteristics of the environment to find predictors of later resilience. In both cases the variables identified as associated with resilience have not converged to form a parsimonious and powerful prediction. It is possible that temperament, development, situation, and the nature of the stressors must be accounted for in an effective model of resilience. Hill (1958) developed the ABC-X model to understand stress and coping. In this model the "A" stands for the provoking event or stressor. The "B" stands for the resources or strengths that the person or family brings to the stressful situation. The "C" stands for the meaning attached to the event, and the "X" stands for crisis and stress. Systematic research on stress may ultimately enable the prediction of the specific outcomes of stressful experiences and situations. Using the ABC-X Model does not answer any of the difficult questions about resilience but it does provide a framework for organizing the insights that come from continuing research in the area. (LLL)

ED 338 966 CG 023 780

Juhasz, Anne McCreary

suggestions are included from the perspective of school personnel, parents and families, business people, significant others, and students. Additional resources, acknowledgements, and a listing of the video and print components are included in appendices. (LLL)

ED 338 984 CG 023 805

Bruner, Charles
Thinking Collaboratively: Ten Questions and Answers To Help Policy Makers Improve Children's Services.
PUB DATE- Aug 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Agency Cooperation; Agency Role; *Children; Child Welfare; Community Role; *Cooperation; *Delivery Systems; Educational Cooperation; Elementary Secondary Education; Family Programs; Government Role; Human Services; Institutional Role; Intervention; Policy Formation; *Program Improvement; School Role

This is the third document in the Education and Human Resources Consortium's Series on Collaboration. Initiated in 1988, the Consortium is a loosely-knit coalition of 24 national organizations whose shared goal is for more responsive delivery of education and human services to children and families. This Series is designed to bring resources that make a significant contribution to the study and practice of collaboration to a wide audience. By providing such resources, the Consortium hopes to foster dialogue and constructive action. This guide uses a question and answer format to help state and local policymakers consider how best to foster local collaboration that truly benefits children and families. Chapter 1 answers questions about the definition and purpose of collaboration. Chapter 2 discusses questions relating to state roles and strategies in fostering local collaboration. Chapter 3 explores additional issues: the role of the private sector, possible negative consequences of collaboration, and collaboration's role in the overall context of improving child outcomes. The conclusion summarizes the most critical observations made in addressing the questions in other chapters. Checklists are provided to help policy makers quickly assess key issues in establishing inter-agency initiatives, demonstration projects, and statewide reforms. Resources that offer additional insights on collaboration and provide examples of exemplary initiatives are referenced in the appendices. (LLL)

ED 338 985 CG 023 806

Weldy, Gilbert R., Ed.
Stronger School Transitions Improve Student Achievement: A Final Report on a Three-Year Demonstration Project "Strengthening School Transitions for Students K-13".
SPONS. AGENCY- William and Mary Greve Foundation, Inc., New York, N.Y.
PUB DATE- 91
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains;

ED 339 003 CG 023 824

Salehi, Saeed; And Others
Adolescents' Behavior and Attitudes toward AIDS.
PUB DATE- Apr 90
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Age Differences; Behavior Patterns; High Schools; High School Students; *Knowledge Level; *Prevention; Program Effectiveness; Racial Differences; Sex Differences; Sex Education; *Sexuality; Trend Analysis

The need for effective programs to delay sexual activity and to educate adolescents regarding the human immunodeficiency virus (HIV) has never been greater. Statistics point out that a significant number of teenagers throughout the United States engage in behavior that increases their risks of becoming infected with HIV. This study examined adolescents' Acquired Immune Deficiency Syndrome (AIDS)-related knowledge, beliefs, and practices by age, sex, age and race/ethnicity; assessed the levels of students' high risk behaviors; and assessed the changes in school based AIDS education programs and policies. Maryland high school students were surveyed in 1988 and 1989. The 1988 study sample consisted of 817 students; the 1989 sample consisted of 5,459 students. The results clearly showed that the majority of students had a realistic perception of their susceptibility to the disease. Most of the students surveyed indicated a correct knowledge of the modes of HIV transmission, modes of preventing AIDS infection, and current facts about AIDS. Their attitudes about AIDS education were very positive. During the second year of the survey, increases in correct responses were found in all major areas of concern. Their level of knowledge did not vary significantly by either sex or race/ethnicity. However, there appeared to be a gradual increase in knowledge, specifically in the area of sex education from the age of 13 to 18. (ABL)

ED 339 004 CG 023 825

Pregnant? Drugs and Alcohol Can Hurt Your Unborn Baby.
PUB DATE- Oct 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; Drinking; Drug Abuse; Drug Use; *Females; Mothers; *Pregnancy; Prevention; Smoking; Substance Abuse

This brochure, directed towards pregnant women, describes the dangers of alcohol, street drugs, smoking, and prescription drugs or over-the-counter medicines. It presents a story (in the mother's words) of a woman who took drugs to get high while pregnant and the ill effects on her son. The brochure claims being drug free means being a better mother. It presents three promises for pregnant women to make to their babies: (1) not to drink alcohol or to take other drugs while pregnant; (2) to take good care of the baby and not use alcohol or drugs after the baby is born; and (3) to talk to a health care or social if correctly identifying approximately one-half of the students who would eventually qualify for assistance was sufficient, the model could be used. If a higher level of accuracy were required, other types of information, such as the kindergarten teachers' evaluations of students might improve the model's ability to identify students. (Four tables of data are included; 27 references are attached.) (Author/PRA)

ED 339 025 CS 010 767

Mavrogenes, Nancy; And Others
A Comparative Study of Three Methods of Promoting Literacy in Kindergarten and First Grade, 1987-1988.
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Free Writing; Grade 1; *Instructional Effectiveness; Kindergarten; Primary Education; Reading Skills; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Chicago Public Schools IL; Emergent Literacy; *Writing to Read Program

Intended to determine whether, given the expense of the commercial Writing To Read (WTR) program, equal or better results could be obtained through other means, a study assessed the effectiveness of three methods of promoting composition in kindergarten and first grade classrooms. Three groups of kindergarten and first grade students from low income Black and Hispanic families participated in the study. The IBM WTR group utilized computers, workbooks, and manipulatives to nurture reading and writing skills in a logical sequential format. The free writing group used a whole language approach based on emergent literary research in which children are encouraged to write anything they want in whatever way they are able. For the control group, composition was taught according to the "Handbook for Written Composition, Kindergarten-Grade 8" disseminated to all teachers in the system. Results indicated: (1) at the kindergarten level, the free writing group significantly surpassed both other groups in assessments of encoding, content, word attack, and spelling; (2) at the first grade level, the WTR group performed significantly higher than the control group on word analysis and invented spelling; and (3) all classes that were encouraged to write freely and use invented spelling scored higher in content. Results suggested that free writing should be stressed in kindergartens and first grades, and that although WTR appears to help children's word analysis skills, a pencil and paper approach seems to improve more than just these skills. (Seven tables of data are included; 27 references are attached.) (PRA)

ED 339 026 CS 010 768

Slaughter, Judith P.; And Others
Tips for Tutoring: Improving Reading Abilities. A Guidebook for the Peer Tutor.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Guidelines; Higher Education;

Written presentation titles are: "Alternative Assessment in Language Arts" (Roger Farr and Kaye Lowe); "Assessing Whole Language: Issues and Concerns" (William P. Bintz and Jerome C. Harste); "State Policy and 'Authentic' Writing Assessment" (Diane S. Bloom); and "Alternative Assessment in Reading and Writing: What We're Doing and What We'd Like To Do in Columbus Public Schools" (Bert Wiser and Sharon Dorsey). Group session titles are "What Are the Implications for Instructional Materials in Alternative Assessment?"; "What Are the Connections between the Theory and Politics of Alternative Assessment?"; "What Are the Theoretical Issues Involved in Alternative Assessment? What Are the Practical Issues Involved? How Can These Issues Be Addressed Together?"; "What Are the Implications for Curriculum Planning When Implementing Alternative Assessment?"; and "How Do Societal Concerns Influence the Development of Alternative Assessment?" The book also includes transcriptions of the comments by six representatives of educational publishers concerning the future of assessment; and, from the concluding session, "Setting the Future Agenda" (Carl B. Smith); and "Apres Symposium: Thoughts on What Happened and Next Steps" (Marilyn R. Binkley). Four appendixes entitled: "Portfolio Assessment: A Survey among Professionals" (Jerry L. Johns and Peggy VanLeirsburg); "Literacy Portfolios: A Primer" (Jerry L. Johns); "How Professionals View Portfolio Assessment" (Jerry L. Johns and Peggy VanLeirsburg); and "Research and Progress in Informal Reading Inventories: An Annotated Bibliography" are attached. (RS)

ED 339 045 CS 507 529

Webster, James G.
Audience Models in Communications Policy.
PUB DATE- May 91
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Analysis; *Audience Awareness; *Communications; *Mass Media; Media Research; *Models; *Policy Formation
IDENTIFIERS- *Media Government Relationship; Public Interest

This paper explores three audience models which have traditionally animated American communications policy: the Effects Model, in which the audience is victim; the Marketplace Model, in which the audience is consumer; and the Commodity Model, in which the audience is a coin of exchange. In separate sections, the models are defined, their varying elements are listed, and quotations from speeches, judicial opinions, and rulemaking procedures demonstrate their applications or manifestations. The paper also warns that while it is possible to distill these three distinct models of the audience from the work of policy makers, most players in the process will adopt whatever model suits their purpose. The paper then goes on to outline how each of these models might evolve in a new media environment without structural limitations, noting that what specifically needs to be considered is what becomes of these models when: (1) all who wish to electronically communicate to a mass audience are free to do so; and (2) people can pay directly for the media they consume. Finally, the paper suggests developing an Exposure Model of the audience which perhaps because of the complexity of risk matters, reporters covered the conflict itself rather than the science behind the conflict. Results showed that the media did not perform in a socially responsible manner, since they did not present the facts in a meaningful context, clarified and explained. A new model of risk reporting in the mass media should be developed to better serve readers/viewers. (Five tables of data are included; 24 references are attached.) (PRA)

ED 339 065 CS 507 648

Alford, Nancy I.
Attitude and Communication in the Electronic Classroom: A Closer Look at the Interactive Television System of Instruction.
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Communication Problems; Communication Research; Educational Research; *Educational Technology; High Schools; High School Students; Rural Education; *Student Attitudes; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Communication Behavior; *Interactive Television

A study investigated the effects of Interactive Television (ITV--a two-way television system of instruction which is a near replication of face-to-face classroom instruction) on learning. Sixty-seven rural, midwestern high school students who were taking classes via ITV were asked to complete a network analysis survey to identify the frequency of communication interactions students and teachers had with each class member; whether that interaction was personal or social, or work and school related or both; and whether those interactions were face-to-face in class, face-to-face out of class, on the telephone, or across the screen. Students were also administered a field-tested revised student opinion survey, which measured demographics and three dimensions of student attitudes, towards: the class, the technology, and the teacher's use of the technology. A third instrument, the teacher opinion survey, was distributed to the ITV teachers to solicit general information about their teaching experience. Results indicated that remote-site students had consistently less interaction than on-site students, but in total interactions across the screen and total telephone interactions, on-site students generally had a lower mean than remote-site students. Results also indicated that although the teachers appeared to make a concerted effort to mold the multiple sites into one cohesive classroom, they were not completely successful. Results showed that more than three equipment failures per week hindered communication as well. (Seven tables of data are included; 3 appendixes including student opinion surveys and teacher opinion surveys and 30 references are attached.) (PRA)

ED 339 066 CS 507 649

Ballan, Francine; And Others
Multicultural Communication Arts, Grades 7 & 8.
PUB DATE- 91

phone surveys of 102 businesses and 19 ministry departments. Of the 421 students surveyed, 20% (83 students) had used a computer. Conclusions are that an urgent need exists for a standardized educational policy on computer hardware and for general software guidelines. Appendices include the three survey instruments, the conference program and participants, a policy draft, and 12 recommendations for improving facilities and awareness. (6 references) (LMI)

ED 339 086 EA 023 455

Lindle, Jane C.
A Case Method Experiment: Comparisons of Educational Administration Students' Perceptions of Micropolitical Analysis vs. Other Theoretical Approaches to Administration.
PUB DATE- Oct 90
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990). For a related document, see EA 023 456.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; College Students; *Educational Administration; Elementary Secondary Education; *Hermeneutics; Higher Education; *Instructional Innovation; Politics of Education; Power Structure; Social Systems; Student Attitudes; *Systems Approach; *Theory Practice Relationship
IDENTIFIERS- *Micropolitics

Findings from a case-method study that explored educational administration students' perceptions of two administrative theories--micropolitical analysis and traditional social systems approach--are presented in this paper. Methodology involved presentation of a case to educational administration students who participated in group discussion and analysis using the two contrasting administrative theories. Follow-up questionnaires exploring perceptions of the theories' usefulness were administered to the students (N=17; N=16). Findings indicate that theory can be validated through hermeneutic analysis and practical use. The recommendation is made to apply adult learning techniques to the evaluation of administrative coursework and to make administrative instruction part of the hermeneutic circle. The appendix contains the questionnaires. (48 references) (LMI)

ED 339 087 EA 023 456

Lindle, Jane C.
The Usefulness of a Micropolitical Framework for Evaluating Clinical Experiences.
PUB DATE- Mar 91
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). For a related document, see EA 023 455.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Adult Learning; *Clinical Experience; Educational Environment; Elementary Secondary Education; Evaluation Criteria; *Experiential Learning; Models; *Politics of Education; *Program Evaluation
IDENTIFIERS- Functionalism; *Micropolitics

170 nonmetropolitan small central school districts. The relationships of two dependent variables--pupil enrollment in grades K-12 and college-bound academic productivity--with selected district economic indices and secondary curriculum/pupil characteristics, respectively, were explored. Findings indicate little systematic connection of the economic allocation formats of fiscal year 1990 to any previous small school district/nonmetropolitan county discussions, raising the question of whether emerging political meanings of state aid allocation and episodic emergency reductions nullify such systematic thinking. A policy recommendation is made to consider the "nested" meaning of select districts within the nonmetropolitan level that are juxtaposed to both city and small city school districts. Appendices include statistical tables and nonmetropolitan demographics. (15 references) (LMI)

ED 339 109 EA 023 481

Duffie, Lois G.
The Principal: Leader or Manager?
PUB DATE- Jun 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Kingston, Ontario, June 2-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Foreign Countries; *Leadership; *Leadership Qualities; *Leadership Responsibility; *Occupational Information; *Principals

Various descriptions of the principal's role exist. They include being an instructional leader, a manager, an administrator, or a supervisor. This paper presents a view that the role of the principal is not one that includes both instructional leadership and school site management. Two distinct schools of thought within educational administration theory are examined. The first is the positivistic school that attempts to provide administrators with strategies and methods that help them to develop more efficient and effective organizations. The alternative view attempts to teach administrators to be more reflective and artful in their administrative role by developing the organization as a reflection of the realities of the employees. From these two perspectives, the role of leadership and management is examined. Principals can be effective as managers, but the constraints of the work environment limit their effectiveness as instructional leaders. Five clusters of situational obstacles which constrain a principal's actions are detailed. They include constraints from teachers, from the principal's role, and from board-level administration. (33 references) (RR)

ED 339 110 EA 023 484

Lyman, Linda
Factors and Issues Affecting Board of Education Decisions: A Case Study.
PUB DATE- Oct 91
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1991).
LANGUAGE- English

(143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Crime; Juvenile Gangs; National Surveys; *Profiles; School Safety; *School Statistics; Secondary Education; *Secondary School Students; *Student Attitudes; Student Characteristics; Substance Abuse; Tables (Data); *Victims of Crime

This report summarizes students' responses regarding crime at school collected by the National Crime Victimization Survey in a special supplement during the first half of 1989. The data represent an estimated 21.6 million students, ages 12 to 19. The analysis accounts for crime experienced by different groups--males and females; blacks and whites; Hispanics and non-Hispanics; central city, suburban, and rural residents. It also accounts for selected characteristics of schools and students; public and private, grade levels, and security measures. This study asked students for their perceptions regarding such crime issues as the following: How difficult were drugs or alcohol to obtain at school? How prevalent were street gangs in school? How fearful were students of being attacked at school? Information was also gathered on the school environment, victimization, and the efforts to avoid becoming a victim. The data are presented in text and 29 tables. Appended to the report is a page explaining the methodology of the study, the questionnaire, and a list of Bureau of Justice Statistics reports with an order form. (MLF)

ED 339 134 EA 023 558

Bray, Mark
New Resources for Education: Community Management and Financing of Schools in Less Developed Countries.
PUB DATE- 86
NOTE- 88p.; Drawings by Meshack Asara illustrate the document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Support; Construction Management; *Developing Nations; *Economic Development; *Educational Economics; *Educational Finance; Elementary Secondary Education; Financial Support; Fund Raising; School Administration

Strategies for community management and financing of educational systems in developing countries are presented in this book, which is the outcome of a Commonwealth Secretariat workshop and associated studies. Part 1 deals with preliminary issues such as different types of communities and schools and reasons for community support. Part 2 provides information on establishing and running a school, including registration procedures, buildings and construction, school communities and institutional management, and financial accounting guidelines. Information on raising resources is offered in the third part, such as community level fundraising, government grants, and opportunities for outside support. Part 4 discusses quality controls at the government, agency, and community levels. An annotated bibliography of 23 sources is included. (LMI)

ED 339 135 EA 023 560

Fero, Marie A.; And Others
Readings in Educational Administration: Coming to Consensus on

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; *Computer Assisted Instruction; Educational Technology; Elementary Secondary Education; *Microcomputers; Multiple Disabilities; *Severe Disabilities; *Severe Mental Retardation; Teaching Methods

This guide describes the assistance that modern technology and microcomputers can provide for individuals with significant cognitive disabilities who frequently have secondary physical, communication, or sensory impairments. Applications of technology can be made to increase access to learning for these students in the areas of motor training, mobility, environmental control, communication, and socialization. In addition to helping students become prepared to participate in instruction, technology can assist in delivering instruction. Specific prompting strategies can be employed to teach students how to focus attention on the critical features of the stimulus presented. Systematic reinforcement of correct responses is also important. Effective graphics can be incorporated into computer-assisted instruction and augmentative communication systems. Speech technologies, both speech synthesis and digitized speech, are also being used in instructional applications. The need for customizability of software and hardware is emphasized. A list of 20 readings, 4 organizations, 3 periodicals, and 10 product sources concludes the guide. (JDD)

ED 339 157 EC 300 767

Reed, Penny; Bowser, Gayl
The Role of the Occupational and Physical Therapist in Assistive Technology. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 12p.; For related documents, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Elementary Secondary Education; *Occupational Therapy; *Physical Disabilities; *Physical Therapy; Staff Role; *Teamwork; *Technology; Therapists

This guide defines assistive technology as specialized hardware and software equipment used by students with disabilities to increase their ability to participate in tasks of learning and daily living and function as independently as possible. Types of assistive technology are listed, and information resources about assistive technology are noted. A team approach to making decisions about assistive technology for each student is recommended. The roles of occupational and physical therapists in contributing to this child study team are then discussed, with physical therapists having expertise in assistive technology related to mobility and occupational therapists having expertise in assisting students with the activities of daily living, environmental control, writing, and keyboarding.

employment and training programs are properly served. The report concludes that 15 to 23 percent of JTPA Title II participants may be LD and 25 to 40 percent of other federal employment training participants may be LD. To diagnose the disability, comprehensive procedures are available which must be administered and interpreted by experienced, specially training professionals. Recommendations include combining basic skills instruction with functional occupational skill instruction and avoiding arbitrary referral of persons with low reading skills to possibly inappropriate remediation programs. Appendixes describe studies estimating literacy and functional literacy and studies estimating the LD population. A list of learning disability subtypes, informal learning disability checklists, resources for providing instruction to LD adults, and guidelines for providing work-related training to LD persons are also provided. (Approximately 100 references) (JDD)

ED 339 176 EC 300 786

STEPS Awareness Packet.
PUB DATE- 91
NOTE- 6p.; For related documents, see EC 300 787-788.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Programs; Demonstration Programs; *Disabilities; Family Involvement; Federal Programs; Models; Outreach Programs; Preschool Education; Primary Education; Program Development; *School Readiness; Sequential Approach; Staff Development; Technical Assistance; *Transitional Programs
IDENTIFIERS- *Kentucky

Project STEPS (Sequenced Transition to Education in the Public Schools) was a federally funded demonstration grant to develop a community-wide interagency process for the transition of children with disabilities from preschool to the public schools. Participants were the local public schools and seven programs serving preschool children with special needs. After program development, an outreach project began to disseminate and replicate the STEPS model throughout Kentucky. Through the outreach project, a statewide training and technical assistance network is being put into place to aid transition from early intervention programs to preschool programs and from preschool programs to school-age programs. The transition model has evolved to include all children with and without disabilities. The four components of the STEPS model are interagency coordination and policy development, staff development, family involvement, and child preparation. Project products include the "ACCESS Handbook" (a generic guide to supplemental services available to parents and families), the Helpful Entry Level Skills Checklist--Revised Edition, the Instructional Strategies Manual (Second Edition), and the Replication Manual (Second Edition). (JDD)

ED 339 177 EC 300 787

Helpful Entry Level Skills Checklist--Revised Manual and Helpful Entry Level Skill Checklist--Revised Edition.
PUB DATE- 91
NOTE- 10p.; For related documents, see EC 300 786-788.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

collaborative decision-making process, juxtaposing features of behavioral and problem-posing curricular approaches, including those that are communicative, functional-notional, grammar-based, and content-based. It is proposed that positive learner outcomes can include self-worth, critical thinking, full literacy, language acquisition, and learner autonomy, and positive teacher outcomes can include fuller understanding of students and the collaborative nature of learning. (Author/MSE)

ED 339 195   FL 019 546

Sims, William R.
Fossilization and Learning Strategies in Second Language Acquisition.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *English (Second Language); *Error Patterns; *Interlanguage; *Language Processing; *Learning Strategies; Research Needs; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Fossilized Language

In interlanguage, the transitional state reaching from one's native language to a given target language, phonological, morphological, syntactic, lexical, sociocultural, or psycholinguistic errors may be generated and systematized by the process of fossilization. Depending on the amount of time needed for remediation, fossilized features may be either "hard" or "soft." Fossilization may arise from the application of false learner hypotheses, or it may have neurolinguistic, socio-affective, or instructional origins. Language learning strategies are devices used to process incoming target language data in instructional situations, and are thought to facilitate deep cognitive processing and, as a result, more thorough learning. The relationship between fossilization and learning strategies has received minimal scholarly attention. However, the literature of learning strategies suggests a shift of pedagogical focus from language teachers to language learners. The proposed relationship of fossilization and learning strategies, given a cognitive frame of reference, could be a key to the remediation of systematized errors, as the role of learner information processing in the second language acquisition process becomes more clearly understood. Further research is needed on the following: time required to identify and replace erroneous/misapplied hypotheses, application of compensatory techniques, or improvement of motivation; transfer of learning strategies across languages; and joint operation of metacognitive strategies. (Author/MSE)

ED 339 196   FL 019 622

Kalivoda, Theodore B.
Multi-Sensory Exercises: An Approach to Communicative Practice. 1975-1979.
PUB DATE- 90
NOTE- 13p.; In Fryer, T. Bruce and Medley, Frank W., Perspectives and Horizons. Dimensions: Languages '89. Report of the Southern Conference on Language Teaching, p55-66. Reprinted from "Dimension: 1975."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Food; Geography; Health; Higher Education; Housing; Introductory Courses; Leisure Time; Mass Media; Politics; *Reading Instruction; *Reading Strategies; Telephone Communications Systems; Transportation; Uncommonly Taught Languages; Weather
IDENTIFIERS- ACTFL Proficiency Guidelines; *Authentic Materials

This book of instructional materials for reading in Czech are intended for college-level students, and are designed to bring native English-speakers from an 0 (Novice High) to a 1 (Intermediate High) language proficiency level on the American Council on the Teaching of Foreign Languages/Interagency Language Roundtable proficiency scale. The workbook consists of 30 units on 10 topics: transportation; food; housing; health; commerce; communications; entertainment; education; politics; and environment. One unit is presented for each level on each topic. Instruction focuses exclusively on reading skills and development of reading strategies for authentic materials. An introductory section discusses the role of reading in daily life and describes briefly a variety of reading strategies to be used, including recognizing cognates, grouping, using background knowledge, skimming, scanning, inferring meaning, and summarizing. Each unit consists of reproductions of authentic materials called "texts" and exercises for language practice and cultural awareness. An answer key is included for each unit. (MSE)

ED 339 217 FL 019 862

Walczynski, Waldemar
Reading Authentic Polish, Volume I.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 463p.; Contains photoreproductions of poor legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Education; Conservation (Environment); *Daily Living Skills; Difficulty Level; Education; Food; Geography; Health; Higher Education; Housing; Introductory Courses; Leisure Time; Mass Media; *Polish; Politics; *Reading Instruction; *Reading Strategies; Telephone Communications Systems; Transportation; Uncommonly Taught Languages; Weather
IDENTIFIERS- ACTFL Proficiency Guidelines; *Authentic Materials

This book of instructional materials for reading in Polish are intended for college-level students, and are designed to bring native English-speakers from an 0 (Novice High) to a 1 (Intermediate High) language proficiency level on the American Council on the Teaching of Foreign Languages/Interagency Language Roundtable proficiency scale. The workbook consists of 30 units on 10 topics: transportation; food; housing; health; commerce; communications; entertainment; education; politics; and environment. One unit is presented for each level on each topic. Instruction focuses exclusively on reading skills and development of reading strategies for authentic materials. An introductory section discusses the role of reading in daily life and describes briefly a variety of reading strategies to be used, including recognizing cognates, grouping, using background knowledge, skimming, scanning, inferring meaning, and summarizing. Each unit consists of reproductions of authentic materials and exercises for language practice and cultural awareness. An answer key is included for each unit. (MSE)

ED 339 236 FL 019 976

Hill, Brian
Making the Most of Video. Technology in Language Learning Series.
PUB DATE- 89
NOTE- 61p.; For related documents, see FL 019 977-981.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiovisual Aids; *Class Activities; Elementary Secondary Education; Foreign Countries; Glossaries; Instructional Effectiveness; Instructional Materials; *Language Skills; Language Teachers; Listening Skills; *Second Language Learning; Speech Communication; *Television; *Videotape Recorders; Writing Skills

A practical guide for language teachers to make the best use of television is presented. The focus is on the establishment of a "portfolio of good practice" with concrete ideas for using the medium, illustrated with examples from British programs. Also included are a chapter to set the scene, some thoughts on organizational alternatives, and a discussion of technical considerations both as a basis for purchasing decisions and to get the most out of the equipment. Examples are primarily in English and French, but the ideas behind the activities are usually applicable to any language. Five chapters cover the following information: (1) introduction to video, including some problems in using it; (2) using video to develop listening skills (e.g., word frequency, sequencing, gap-fill, keyword context, translation); (3) using video to develop spoken skills (e.g., repetition, synonyms, retrospective questioning, chaining); (4) using video to develop written skills (jumbles and cues, dictations, script completion, transcription, note-taking, report writing); and (5) establishing video in the department (e.g., purchasing, standard, off-air recordings, self-access video). A glossary is included, as well as some addresses for information on videos and TV programs in England. Contains 7 references. (LB)

ED 339 237 FL 019 977

Hewer, Sue
Making the Most of IT Skills. Technology in Language Learning Series.
PUB DATE- 89
NOTE- 67p.; For related documents, see FL 019 976-981.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Databases; *Educational Technology; Elementary Secondary Education; Foreign Countries; Glossaries; Information Systems; *Information Technology; Language Teachers; Online Systems; *Second Language Instruction; *Word Processing; Writing Instruction
IDENTIFIERS- France

The role of word and data processing as tools is discussed for students, writers, information handlers, and teachers to use in setting up activities with specific language learning objectives. The book is intended to help teachers enhance and

PUB DATE- Sep 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- College Environment; *College Faculty; College Students; *Extracurricular Activities; *Faculty Advisers; Faculty Development; Higher Education; Interaction; *Student Organizations; Student Unions; *Teacher Participation; *Teacher Student Relationship

This document consists of two paired articles: the first, "Preparing Faculty Out of Class Experiences," by Mel Klein, and the second, "Help Advisers Be More Than Ghost Signatures," by Jeffrey B. Calfaude. Each article shares insights on how faculty advisers "bridge the gap" between students and faculty. When faculty members are asked to advise student organizations for the first time, student union professionals should meet with them to communicate that faculty roles are active and dynamic and their responsibilities are complex. Student groups expect advisers to become major problem solvers, mediators, guides, critics, and resources. Good advisers dedicate a portion of personal time to the organization, becoming part of its structure, dealing with membership diversity and representing organizational continuity. Prospective advisers should also be told of the personal satisfactions of the job, both in watching and helping students mature and in the appreciation of current and former students. To be knowledgeable, well-prepared, and effective advisers, faculty members must be provided information and guidance to enhance the potential for productive, successful, and enjoyable adviser/student relationships. (10 references) (MSE)

ED 339 258 HE 023 097

Stein, Elizabeth Leahy; Weidman, John C.
Socialization in Graduate School: A Conceptual Framework.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Graduate Students; *Graduate Study; Higher Education; Individual Characteristics; Models; *Professional Education; *Socialization; Social Theories; Student Characteristics; *Student Development

This paper argues that neither of two views of post-baccalaureate training of professionals is adequate for understanding socialization into the learned professions and offers an alternative model. Both the idea of professional education as the transmission of professional knowledge and skills and the idea of professional education as a sorting or selection process to assure that students have the characteristics desired by society make unacceptable assumptions and only look at part of the educational process. The alternative model, by contrast, looks at socialization outcomes at both the institutional and individual levels, and differs from the traditional models in acknowledging the impact of the individual on socialization processes and outcomes. It also

Teaching, Scholarly Activity, and Service" from a college document, "The Core of Academe." (JB)

ED 339 277 HE 025 057

Agreement between Vermont State Colleges and Vermont State Colleges Faculty Federation AFT, VFT, Local 3180, AFL-CIO.
PUB DATE- 1 Sep 88
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Collective Bargaining; *College Faculty; Confidential Records; *Contracts; *Employment Practices; Faculty Development; Faculty Evaluation; Faculty Promotion; Fees; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Juries; Leaves of Absence; Personnel Policy; Sabbatical Leaves; School Schedules; *State Colleges; Teacher Retirement; Teacher Salaries; Teacher Strikes; Teaching Load; Tenure; Travel; Unions
IDENTIFIERS- *AFT Contracts; Agricultural Products; American Federation of Teachers; Tuition Benefit Programs; *Vermont State Colleges

The collective bargaining agreement between the Vermont State Colleges and the Vermont State Colleges (VSC) Faculty Federation, American Federation of Teachers covering the period September 1, 1988 to August 31, 1990 is presented. The contract's 48 articles cover the following: definitions, recognition, management rights, federation rights, federation officer rights, dues check off, academic freedom, anti-discrimination, no strike or lock out, outside employment, health and safety, notice of vacancy, transfer and classification, grievance procedure, arbitration, lay off, advising and registration procedure, faculty governance, faculty evaluation, appointment and reappointment, promotion, tenure, workload, personnel files, residual rights, salaries, salary schedule criteria, faculty development fund, professional travel funds, mileage reimbursement, insurance, continuation of fringe benefits, retirement, tuition benefits, jury duty, sick leave, bereavement, professional leave, unpaid leaves of absence, VSC faculty fellows, education aids, faculty facilities, academic regalia, agricultural products, academic calendar, printing and distribution of agreement, separability, effect of agreement, duration and renewal. Eight appendixes contain a list of required minimum degrees or certification other than the doctorate, a dues check off authorization card, a tuition remission agreement, an absence report, a list of required minimum degrees, a description of promotion of tenured faculty who do not possess the required minimum degrees, a list of computer programs for faculty staffing, and a description of department chairperson positions. (JB)

ED 339 278 HE 025 058

Agreement between the State of New York and United University Professions--1988-1991.
PUB DATE- 1 Jul 88
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Collective Bargaining; *College Faculty; Confidential Records; *Contracts; Department Heads; *Employment Practices; Faculty Development; Faculty Evaluation;

ED 338 808 CE 059 277

Computer Concepts and Software Applications. Teacher's Guide.
PUB DATE- 89
NOTE- 451p.; For related documents, see CE 059 275-279.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Computer Graphics; *Computer Science Education; *Computer Software; High Schools; Learning Activities; Lesson Plans; *Microcomputers; State Curriculum Guides; Teaching Guides; Telecommunications; *Word Processing
IDENTIFIERS- Illinois

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing, and Management Education for use in 9th and 10th grades. The curriculum guide includes teacher and student activities that can be implemented in many ways. Information on how to integrate the activity objectives of the Illinois Plan into the State Learning Goals also is included. A model for the curriculum is presented that suggests areas and grade levels of study. A plan for implementing the course for one semester or two semesters is provided, along with lists of 4 audiovisual materials; 32 journal articles; 66 books, workbooks, and supplemental materials; 90 software packages and related books (annotated); 7 other resources; and 42 teacher references (annotated). The guide consists of nine units that cover the following: the computer and its capabilities; hardware and software concepts; getting ready for computer software applications; word processing applications; spreadsheet applications; database applications; integrated applications; graphics applications; and telecommunications. Each unit includes an overview, a topical outline, unit objectives, and suggested student activities with suggestions for evaluation. Two appendixes consist of plans for integration of instructional activities to state learning goals; and a crosswalk of instructional activities to generalizable skills, transition skills, vocational ethics skills, and state learning goals. (KC)

ED 338 809 CE 059 278

Business and Technology Concepts. Teacher's Guide.
PUB DATE- 89
NOTE- 569p.; For related documents, see CE 059 275-279.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Administration; *Business Education; Entrepreneurship; High Schools; Learning Activities; Lesson Plans; *Marketing; Small Businesses; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing, and Management Education for use in 9th and 10th grades. The curriculum guide includes teacher and student activities that can be implemented in many ways. Information on how to integrate the activity objectives of the Illinois Plan into the State Learning Goals also is included. A model for the curriculum is presented that suggests areas and grade levels of study, and a plan for implementing the 18-week course is provided, along with lists of 8 those tasks. A four-field matrix was developed that permitted an initial typology of requirement profiles in environmental protection. A phase model was also designed that covered all tasks for ensuring that the environment was protected. (Appendixes include a 44-item bibliography and the interview guide.) (YLB)

ED 338 827 CE 059 517

Agricultural Business Feed and Grain Worker. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 23p.; For related documents, see CE 059 518-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; Agricultural Engineering; Agricultural Production; Competence; *Competency Based Education; Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Marketing; Occupational Safety and Health; *Off Farm Agricultural Occupations; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains nine units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the agricultural business as a feed and grain worker. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) general safety precautions; (2) grain; (3) feed; (4) maintenance of facilities and grounds; (5) store sales; (6) agricultural mechanics; (7) marketing; (8) business management; and (9) employability skills. (KC)

ED 338 828 CE 059 518

Auto Body and Fender. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 37p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; Basic Skills; Business Skills; Communication Skills; Competence; *Competency Based Education; Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Motor Vehicles; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum)

PUB DATE- 91
NOTE- 26p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; Caregivers; Communication (Thought Transfer); Competence; *Competency Based Education; Daily Living Skills; Entry Workers; Family Relationship; Intermediate Grades; *Interpersonal Competence; Interpersonal Relationship; Job Analysis; *Job Skills; Junior High Schools; Lifelong Learning; Middle Schools; *Occupational Home Economics; Problem Solving; Resources; *Self Concept; Self Determination; Self Esteem; Sexuality; State Standards; Task Analysis
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a comprehensive and verified employer competency list for a middle school home economics program. It contains units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within the outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment and are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This OCAP contains five units: (1) empowering skills; (2) self-identity; (3) relating to others; (4) becoming independent; and (5) managing personal and economic resources. (YLB)

ED 338 849 CE 059 539

Occupational Work Adjustment. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 12p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; *Competency Based Education; Employment Potential; Entry Workers; High Schools; *Human Relations; Interpersonal Relationship; Job Analysis; *Job Skills; Money Management; Physical Health; Remedial Instruction; Safety; State Standards; Study Skills; Task Analysis; *Vocational Adjustment; Vocational Education; Work Attitudes
IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a comprehensive and verified employer competency list for an occupational work adjustment program. It contains units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter any occupational area. Within the outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment and are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing

NOTE- 27p.; Paper presented at the Annual Conference of the Alberta Association for Adult Literacy (Lethbridge, Alberta, Canada, November 22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Programs; Adult Students; Competence; Competency Based Education; *Computer Assisted Instruction; *Computer Software; Literacy Education; Program Development; Program Implementation; *Teaching Methods

Computer-assisted learning (CAL) can be used for adults functioning at any academic or grade level. In adult basic education (ABE), CAL can promote greater learning effectiveness and faster progress, concurrent learning and experience with computer literacy skills, privacy, and motivation. Adults who face barriers (financial, geographic, personal, or motivational) affecting their attendance or progress and adults who prefer self-paced learning should be considered for CAL. For a CAL system to be successful, it should have features that make it relevant to adults, reliable, and effective. Competency-based learning principles, emphasizing careful determination of previous learning, the mastery of new concepts and skills, and retention through review, are recommended for courseware design. The use of competency-based learning principles implies a new role for the instructor as facilitator, motivator, and guide, rather than as dispenser of information. The focus on individual needs results in a more flexible environment, where problems with scheduling, interpersonal conflicts, and other barriers to the learning process are minimized. (Essential features of courseware, software, hardware, and vendor support for a CAL system are suggested, and a checklist is provided to assist adult educators to identify questions to be posed to vendors. There are 21 references.) (KC)

ED 338 868 CE 059 569

Wheale, John
Managing Staff Development Effectively in Further Education. Discussion Paper in Continuing Education. Number 1.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; Developed Nations; *Educational Administration; Educational Development; *Educational Planning; Foreign Countries; Higher Education; *Human Resources; *Models; Program Effectiveness; Program Evaluation; *Staff Development; Vocational Education
IDENTIFIERS- United Kingdom

A 1989 project provided models and ideas to help British further education colleges manage staff development more effectively. It examined the relationship between staff development and organizational development in colleges, found a common language for the two, and discovered ways of integrating their planning processes. A survey of literature concerned with further education curriculum and management established definitions of staff development. A seminar was held to obtain views of practitioners in the field on current management processes and practices. These preliminary findings formed the basis of case study work with two colleges that had identified specific and service consumers. Vendors were contacted and equipment was selected. Forms and equipment for the Phase I and II stages were selected and ordered. Information was obtained from vocational instructors' Training Analysis Composites. Inservice training programs were conducted for vocational teachers, guidance counselors, and special education teachers. Thirty students currently enrolled at the center in a Trades and Industrial (T&I) Exploratory course participated in Phase I assessment. Students were assessed via the Apticom System for aptitudes and interests. Information was also obtained from parent questionnaires, student interviews, referral information from the home school, and behavior ratings from their T&I instructors. All students completed the data gathering stage during April 1990. Approximately 250-300 students received Phase I assessments at their home schools during the 1990-91 school year. Phase II assessments were administered later on the basis of referral and recommendation. (A budget summary and 11 program goals are included.) (NLA)

ED 338 887 CE 059 609

Apprenticeship and Training Program Guide for Hairstylist Trade.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Citations (References); Computer Software; *Cosmetology; *Course Content; Educational Legislation; *Educational Resources; Equipment; Foreign Countries; Job Skills; Learning Modules; *Occupational Information; Postsecondary Education; Secondary Education; Skilled Occupations; Teaching Methods
IDENTIFIERS- *Manitoba

This guide provides information, resources, and standards for apprenticeship training for the hairstylist trade in Manitoba. The guide is organized in six sections. The first two short sections explain the legislative authority for the apprenticeship program standards and for workplace health and safety regulations. The third section describes the apprenticeship program area of hairstyling. It includes the following: (1) a training profile that lists the duties and tasks performed by workers in the hairstylist trade; (2) a time breakdown chart for in-school instruction by subject/content area and level of instruction; (3) a weighting chart that analyzes the time estimates for the duty areas recorded in the time breakdown chart; (4) a curriculum package that identifies all the duties, tasks, and subtasks associated with the occupation; (5) an instructional package that provides information about apprenticeship concepts, the instructional approach, and evaluation and testing standards; and (6) apprenticeship instruction standards. The fourth section lists instructional resources, including textbooks, reference books, periodicals, audiovisual materials, computer courseware, other support materials and resources, and tools and equipment. The final two sections include a 22-item bibliography and a sample learning module that links enabling objectives with learning activities and provides a self-test with answer key. (KC)

ED 338 888 CE 059 615

IDENTIFIERS- Asia (Southeast); Bangladesh; Brazil; Chile; Ghana; India; Kenya; Malawi; Nicaragua; Peru; Senegal; Sierra Leone; Tanzania; Thailand; Zaire; Zimbabwe

The case studies described in this book provide examples of initiatives illustrating the role of adult education in development and its contribution to the process of change in developing countries. The book is organized in five sections. Case studies in Part 1, "Health Education," illustrate the links between primary health care and adult education: use of traditional knowledge to develop confidence and initiate change (Peru); training without written texts (Nicaragua); working through peer-group methods and cascade teaching (Brazil, Ghana); use of drama and puppetry to mobilize debate and confront difficult issues (Malawi, India); and linking of school, home, and community education (India). Part 2, "Literacy," contains case studies that show ways in which literacy affects personal growth and contributes to social and economic change: an integrated social literacy program (Northern Bangladesh); role of post-literacy in irrigation (Senegal); popular education and literacy in a women's laundry workshop (Chile); literacy crash course with tribal women (India); and personal experiences (Zaire, Zimbabwe). Case studies in part 3 illustrate how rural development can be achieved: a coordinated education "intervention" system (Southeast Asia); a national initiative with hill tribes (Thailand); Association for the Orientation of Cooperatives (Brazil); drama workshops (Sierra Leone); nongovernmental development organizations (Bangladesh); and the Green Belt Movement (Kenya). Case studies in part 4, "The Role of Women in Development," show how women's education projects can have important development outcomes for communities in Kenya, Tanzania, and India. Part 5, "Concluding Observations," highlights factors that international agencies must take into account in development activities. Twenty-two references are listed. (YLB)

ED 338 907 CE 059 686

Sargant, Naomi
Learning & "Leisure": A Study of Adult Participation in Learning and Its Policy Implications.
PUB DATE- 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Foreign Countries; Home Study; *Leisure Time; Nonformal Education; Nontraditional Education; Participant Characteristics; *Participation; Recreation; Recreational Reading
IDENTIFIERS- *Great Britain

In February 1990, the largest national sample survey of adult participation in learning ever undertaken in Great Britain was conducted. Interviews were conducted with 4,608 people aged 17 and over in England, Wales, and Scotland. The research was designed to provide comparable information to the largest previous study, which was carried out 10 years earlier. Reading slightly increased its position at the top of the list of main leisure activities. One in 10 adults was engaged in some form of current study. More men than women were engaged in current or recent study. Younger adults dominated the formal education and training system. The major factor affecting participation continued to be social class. People studied a variety of subjects, although vocationally related subjects dominated the information about some programs that are preparing for the future, worker recruitment, and issues for further exploration. Sources of further information are provided in lists of 12 organizations and 6 publications. Appendixes list the committee members who prepared the report and the members of the National Council on Vocational Education. (KC)

ED 338 925 CE 059 751

Volunteer Training Manual. Bureau of Home Health and Long Term Care.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Community Health Services; *Home Health Aides; Occupational Information; Personnel Selection; *Program Development; Public Policy; Recruitment; *State Programs; *Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- *South Carolina

This manual is intended to help human services agencies to create home care volunteer programs. The manual is organized in nine sections. The first section provides initial information about volunteer programs that agencies should consider before starting a program. It is followed by two sections that provide an overview of the program's structure and benefits and some ideas on designing a volunteer program, specifying volunteer activities, and defining volunteer roles. The fourth section suggests methods of recruiting and selecting volunteers, and the fifth section outlines ways of managing volunteer activities. Section 6 describes volunteer orientation and training, and section 7 includes general information on volunteer programs, including sample job descriptions. South Carolina policies regarding volunteer programs are outlined in the eighth section. The final section consists of 16 forms to be used in a volunteer program, such as volunteer agreements, a code of ethics, a home management consent form, a volunteer evaluation form, a time sheet, and a monthly service report. (KC)

ED 338 926 CE 059 752

D'Cruz, J. V.
Adult Basic Education and the Public Culture of Victoria. Initiating a Process of Wider Social Discourse and Effective Participation. The D'Cruz Report 1989.
PUB DATE- 90
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Curriculum Development; Delivery Systems; Developed Nations; Disabilities; *Educational Improvement; *Educational Needs; Educational Technology; Foreign Countries; Limited English Speaking; Literacy Education; Professional Development; Program Costs; *Program Improvement; Research Needs; *State Programs; Vocational Education
IDENTIFIERS- Aboriginal People; *Australia (Victoria)

Consultations with and written submissions from practitioners and

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Decision Making; *High Risk Students; High Schools; *High School Students; Problem Solving; Program Effectiveness; Self Concept; *Self Esteem

Improving at-risk students' low self-esteem, changing the negative feeling that at-risk students have about themselves, and helping at-risk students to become empowered to do something about their poor achievement in school were the major undertaking of this project. A formalized self-esteem assessment tool, the Coopersmith Self Esteem Inventory, was used to determine students' (N=15) self-esteem ratings. Students were assigned computer-assisted instruction, students' attendance was monitored and students participated in critical thinking skills activities. Instructional strategies designed to improve students' self-esteem were executed throughout the project period. Students participated in academic activities in a variety of settings and shared in the responsibility for planning and documenting the progress of all their learning activities. Eighty-six percent of the targeted students made gains of 10 or more points in their self-esteem rating. Seventy-six percent of the students made a 3-month grade level gain in language skills through use of computer-assisted information. All of the students demonstrated the use of evaluative and decision-making skills in determining if teacher behavior had an impact on their success in the classroom. (Author/LLL)

ED 338 946   CG 023 757

Rohr, Michael E.
Personality Profile of Adolescent Runaways.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Counseling Services; Personality Problems; Predictor Variables; *Psychological Testing; *Psychopathology; *Runaways; Test Validity
IDENTIFIERS- Personality Inventory for Children (Revised)

An overview of the history of adolescent runaway behavior indicates that it has become a social and psychological problem of significant proportions. This study investigated the use of a personality measure that was hypothesized to be representative of a cluster of behaviors associated with running away. The study also sought to determine a predictive equation by comparing a group of adolescent runaways (N=61) to two other criterion groups: a maladjusted sample (N=59) and a control sample (N=60). In addition, it was hypothesized that there would be differences between the samples and that selected variables would distinguish between the groups. The standardized personality measure used was the short form of the Personality Inventory for Children-Revised (PIC-R). The findings indicated that the PIC-R is an extremely effective personality measure. This instrument's ability to conceptually represent the behavior and personality problems of runaway adolescents is excellent. Its utility is further enhanced by its sensitivity in discriminating criterion groups. This sensitivity is exceptional because of the actuarial interpretive system associated with this instrument, which enables the PIC-R to detect the presence or absence of psychopathology. It is recommended that, since more psychologically disturbed youth are seeking services at runaway

A Role-Based Approach to Enhancing Self-Esteem: Implications for Teachers, Counselors and Health Professionals.
PUB DATE- Aug 90
NOTE- 52p.; Paper presented at the International Conference on Self-Esteem (1st, Oslo, Norway, August 9-13, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Relationship; Models; Role Perception; Self Actualization; *Self Concept; *Self Esteem; Teachers

For more than a quarter of a century self-esteem increasingly has been viewed as the magic key to success and happiness. Earned self-esteem is based on learning to tolerate frustration and delay, to care for others, to work hard, and to persevere in the face of obstacles. These tasks of developing relationships and competencies enable one to stretch, to grow, and to reach for excellence. The Triple-Helix Role Model of Development is a model which construes self-esteem as the energizer and director of roles people choose to play at various times in their lives and the commitment that is brought to these roles. The three most important roles in the lives of most adults (family, work, self-development) are represented by the three helixes. The helixes have the capability of interweaving in varied patterns and formations, interacting or combining at different points in time and space, working alone or influencing others. Fused to each helix is a strand of the esteem nucleus in which all three helixes are grounded. The triple-role approach to self-esteem provides a way in which teachers can take charge themselves and develop this dimension which has been forgotten and neglected by everyone. If teachers lead the way, perhaps researchers, parents, students, administrators, and society in general will do an about-face and begin to recognize the tremendous contributions which teachers make. (LLL)

ED 338 967 CG 023 781

Hardin, Carlette J.; Weast, Philip G.
Campus Suicide: The Role of College Personnel from Intervention to Postvention.
PUB DATE- 1 Apr 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American College Personnel Association (Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Coping; Counseling; Counselor Role; Crisis Intervention; Higher Education; Intervention; Prevention; *Student Personnel Services; *Student Personnel Workers; *Suicide

Suicide is a personal act with a high degree of interpersonal effects and outcomes. The student contemplating or attempting suicide has reached a turning point in his life and is searching for a way out. Suicide rates among college-age students have tripled over the past 25 years. While national attention has been drawn to the problem of teenage suicide, research now indicates that the suicide rate actually increases as young adults move into jobs and college. Like students who choose to drop out of college, college students who commit suicide are trying to find a way to escape the unbearable

Demonstration Programs; *Educational Improvement; Elementary School Students; Elementary Secondary Education; Program Development; Secondary School Students; *Transitional Programs

This demonstration project sought, over a period of 3 years, to improve students' school achievement by strengthening the transitions that students make during their years of schooling K-13. These troublesome transition points, generally acknowledged to be home to school, elementary to middle school or junior high, middle level school to high school, and high school to college or career, are fraught with hurdles and stumbling blocks for many students. Students become anxious and distraught over the uncertainties of abrupt changes in buildings, teachers, classmates, and programs. Such needless anxiety and apprehension interferes with learning and impairs confidence and self-esteem. Students making transitions need information, support, and guidance, and should receive it from a variety of sources. The seven demonstration centers have devised and implemented dozens of programs to strengthen school transitions for students K-13. All of these efforts have been in the interest of improving student achievement. This document presents the experiences and findings of each project. Each section includes the recommendations which have grown out of the experiences in the demonstration centers. Although there were plans developed to assess the results of project efforts, there were no experimental programs that could be compared in a systematic way with control programs. Nevertheless, this final report describes what was changed and improved in these schools. The appendixes provide information about the development of the project and the demonstration centers, as well as sample center materials. (LLL)

ED 338 986 CG 023 807

Schoenborn, Charlotte A.
Exposure to Alcoholism in the Family: United States, 1988. Advance Data from Vital and Health Statistics of the National Center for Health Statistics. Number 205.
PUB DATE- 30 Sep 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Alcoholism; Drinking; *Family (Sociological Unit); Health; *Incidence; National Surveys

This report is based on data from the 1988 National Health Interview Survey on Alcohol (NHIS-Alcohol), part of the ongoing National Health Interview Survey conducted by the National Center for Health Statistics. Interviews for the NHIS are conducted in person by staff of the United States Bureau of the Census. Information is collected on each member of the family. The survey contains many questions concerning alcohol consumption; the personal, medical, and social problems associated with alcohol use, and exposure to alcoholism and problem drinking in the family. This report describes the prevalence of both environmental exposure to alcoholism through having lived with an alcoholic when growing up or in marriage, and genetic exposure in terms of having had an alcoholic blood relative. The results indicated that about 43 percent of adults have been exposed to alcoholism or problem drinking in the family. In some cases, this exposure is very direct, as when persons grow up in a family with an alcoholic, and frequently lasts a lifetime. Sometimes the exposure is to an alcoholic spouse and lasts for varying lengths of cohabitation. Finally, services worker if help is needed to stop using alcohol, cigarettes, or other drugs. The brochure concludes with the statement to "Give Your Baby Love, Not Drugs and Alcohol." (ABL)

ED 339 005 CG 023 826

Angelis, Jane
Intergenerational Service-Learning.
SPONS. AGENCY- American Association of Retired Persons, Washington, D.C.; Illinois State Board of Higher Education, Springfield.; Retirement Research Foundation.; Southern Illinois Univ., Carbondale.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Intergenerational Programs; *Older Adults; Young Adults

This report presents the feelings, ideas, and recommendations of 349 individuals in Illinois who attended Circle of Helping meetings, seven regional meetings held in early 1990 to create momentum for intergenerational program development, to increase awareness of the benefits of intergenerational programs, and to emphasize the interdependence of generations. A summary of the meetings focuses on such issues as generational conflict and harmony, aging education, getting started, intergenerational communication, and public relations. A section on strategies for the future considers the possibility of schools in the future including older adults as an integral part of all educational levels. A total of 13 recommendations are made in the areas discussed in the summary section. One important aspect of the Circle of Helping meetings was to highlight model intergenerational programs already in operation; a section on intergenerational service-learning model programs briefly describes such programs in the areas of national intergenerational programs, day care, nursing home visiting, career days, adopt-a-grandparent/child, reading and literacy, tutoring, students serving seniors, latchkey programs, pen pals, mentoring, library programs, special events, guest lectures, oral history/interviewing/storytelling, patient simulation, social clubs and camps, drug abuse prevention, pregnancy prevention, advocacy, delinquency prevention, the arts, and health. Education model programs for the aged are also described. Relevant materials are appended. (NB)

ED 339 006 CG 023 827

Brown, Carl D.
Counseling Secondary Students To Decrease Failure Due to Excessive Absenteeism.
PUB DATE- Jul 90
NOTE- 52p.; M.S. practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Failure; *Attendance; Counseling Effectiveness; High Risk Students; High Schools; *High School Students; Intervention; *Prevention; *School Counseling; *Truancy

In a high school a problem existed in which 43 students in grades 9 through 12 received failing grades for the first semester due

*Peer Teaching; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Tutorial Programs; *Tutoring; Undergraduate Students; *Vocabulary Development
IDENTIFIERS- Canada; Peer Coaching

Designed to reinforce initial training and to provide a collection of useful ideas for students who serve as peer tutors, this guidebook provides tips for tutors to improve the reading abilities. Following an introduction which asserts the benefits of peer tutoring programs, the guidebook is divided into two major sections: "Tutoring Targets" and "Steps to Success." The first section offers the tutor basic suggestions for establishing positive relationships with tutees, and strategies for teaching and evaluating. Subjects discussed in the first part include tutor characteristics, the learning environment, helpful strategies, and evaluation of the tutoring session. The second section presents activities for improving vocabulary (by using the dictionary, checking the context, and analyzing the parts of words) and reading comprehension (by sizing up, digging in, looking back, and perusing the introduction or preface of a book). The guidebook also discusses highlighting and offering help to students. (Sixteen references are included.) (PRA)

ED 339 027 CS 010 769

Burns-Paterson, Abigail L.
First and Third Graders' Concepts of Reading in Different Instructional Settings.
PUB DATE- May 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Foreign Countries; Grade 1; Grade 3; Primary Education; *Reading Attitudes; Reading Research; *Student Attitudes; *Whole Language Approach
IDENTIFIERS- New Jersey; New Zealand; *Reading Concepts

A study investigated whether students in whole language based and basal reader approaches would have different concepts of reading when asked to define reading. Subjects, 69 suburban New Jersey first and third graders and 16 New Zealand first graders, were asked 3 questions: "What is reading?"; "What do you do when you read?"; and "If someone did not know how to read, what would you tell her she needs to learn?" The responses of the first graders were tape-recorded, while the third graders wrote their answers. For each question, responses were placed in one of four categories: vague, educational, decoding, or meaning-centered. Results indicated that whole language students gave less vague responses than did those students in basal reader groups. Results further indicated that although many students saw reading as a catalyst for learning and gave "educational" responses, basal reader students were more apt to view reading as solely a school activity, while whole language students saw reading as an integral part of their lives. Results also showed that although instructional setting accounted for a few differences, young children think of reading mainly as decoding, and do not see it as a meaning-getting, communicative process. (Five tables of data are included, and 49 references are attached.) (Author/PRA)

ED 339 028 CS 010 774

Smith, Carl B.

would embrace the effects, marketplace, and commodity models, and create a more unified system of audience analysis to inform public policy. (Thirty-one references are attached.) (PRA)

ED 339 046 CS 507 547

Serini, Shirley A.
Some Influences on the Autonomy of Corporate Public Relations Professionals: A Case Study.
PUB DATE- May 91
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; Interprofessional Relationship; Newsletters; *Organizational Communication; *Professional Autonomy; Professional Training; *Public Relations
IDENTIFIERS- Organizational Culture

A case study examined the process of preparing information for publication in an in-house newsletter for a large organization, focusing on the factors determining the amount of autonomy of public relations practitioners as professionals in organizations. The subject of the case study was a communication and advertising department of a "mixed type" organization (large-scale, high complexity operation employing many people). Data were gathered during 8 weeks of participant observation, 2 weeks of observation, and 2 months of interviews and Q sorts at the site. The 18 employees of the organization who were interviewed were selected because they interacted frequently in the process of shaping information about the organization for publication in the monthly newsletter. An overview discussion of controlled media, a brief introduction to the monthly newsletter in question, and a discussion of the negotiation process from the perspectives of writing and managing the news shed light on the delicate balance between control and consensus in the process of negotiating the content of the newsletter. Four vignettes illustrate the process of how autonomy was negotiated in the daily process of producing the newsletter. Findings suggest a number of factors that may contribute to understanding the autonomy of public relations practitioners: (1) time, the primary influence; (2) corporate philosophy, used as a weapon in battles with management for control and distribution of information; (3) concern for credibility; and (4) the availability of resources. This case study supplies some practical information for public relations students and beginning practitioners in the field. (Twelve references are attached.) (RS)

ED 339 047 CS 507 607

Brock, Bernard L.
Rhetorical Theory in the 21st Century.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

NOTE- 185p.; Project of the Office of the Chief Executive for Instruction.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Curriculum Guides; *Grade 7; *Grade 8; Intercultural Communication; Junior High Schools; Lesson Plans; *Multicultural Education; *Reading Instruction; Reading Processes; Supplementary Reading Materials; Thematic Approach; Units of Study
IDENTIFIERS- New York City Board of Education

Designed to challenge students to think critically and to motivate them to relate their own personal experiences to a broader panorama of society, this curriculum guide presents a seventh-grade unit on "The Struggle for Equality" and an eighth-grade unit on "The Movements of People." The three related goals of the curriculum guide are: (1) to introduce students to a cross-section of literature representing a diversity of literary genres and cultural perspectives; (2) to develop in students an understanding of the ways in which literature reflects the customs, beliefs, and traditions of the many ethnic, cultural, and linguistic groups that make up our society; and (3) to correlate thematically learnings from communication arts with those of the multicultural social studies curriculum. The 19 activities for grade 7 and the 20 activities for grade 8 presented in the guide are each based on a reading, and support cooperative learning and small-group work in order to promote intellectual accomplishments along with the practice of social skills, interpersonal understanding, and a sense of individual responsibility to the group and the class. The curriculum guide includes the student readings for most of the activities. (RS)

ED 339 067 CS 507 651

Wills, Sandra J.
The Function of Issues Management in the Decision Making Process: A Field Study.
PUB DATE- Oct 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Communication Research; Content Analysis; *Decision Making; National Surveys; *Organizational Communication; *Policy Formation
IDENTIFIERS- Focus Groups Approach; *Issues Management

A study explored the function of issues management in the decisionmaking process of policy makers and strategic planners as it is practiced in contemporary organizations. A sample of 56 professionals participated in a mail survey. Their accounts of how issues management operated in their organizations were evaluated with the use of descriptive statistics and content analysis. Results of the study indicated that issues management tended to operate in a centralized fashion. The operations of issues management fell mostly within the confines of the issues management team and excluded the participation of members outside the team. A repercussion from excluding others from the process was that key decision makers such as policy makers and

A conceptual model based on three frameworks--traditional functionalist, micropolitical, and adult learning--for evaluating clinical experiences in administrator education is developed in this paper. Surveys mailed to 74 students in a university educational administration program elicited 40 responses, a 54 percent return rate. Statistical and content analyses confirmed the presence of the three proposed concepts in students' evaluations of their clinical experiences. The analyses also indicated that the micropolitical concept was linked to the functional aspects of clinical experience, rather than to adult learning principles. Adult learning principles were validated in students' descriptions of learning opportunities. A conclusion is that micropolitics has an integral place in a conceptual framework for the evaluation of clinical experiences. Five figures, two tables, and appendices containing the alignment of questions and questionnaire are included. (45 references) (LMI)

ED 339 088 EA 023 457

Flanigan, J. L.; Richardson, M. D.
Shared Decision Making and the Transition of the Principalship.
PUB DATE- Aug 91
NOTE- 16p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Leadership; *Participative Decision Making; *Principals; *School Administration; School Supervision; Teacher Participation

A review of literature on the principal's changing role in shared decision making is provided in this paper, which discusses the following areas: policy development; the egalitarian ethic for teacher participation; the principal/faculty relationship; the principal's functions in shared decision making; and elements of successful decision making. The principal is crucial to effective shared decision making. Recommendations for the principal include improving knowledge about participative decision making in the literature, allowing time to initiate dialogue, establishing an agreement with the district administration, and providing faculty training. The issue is not one of losing influence, but rather of offering initiative to the greatest number of professional staff possible. (15 references) (LMI)

ED 339 089 EA 023 459

Jackson, Melvin
Vouchers in American Education.
PUB DATE- Dec 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Economics; *Educational Equity (Finance); *Educational Finance; *Educational History; *Educational Vouchers; Elementary Secondary Education; Public Education; Resource Allocation; School Choice

A literature review on the use of vouchers in American education is provided in this paper. The following issues are discussed

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; *Boards of Education; *Conflict Resolution; *Decision Making; Elementary Secondary Education; Policy Formation; Politics of Education; *Problem Solving

Findings from a historical case study that analyzed a school board decision making process during a crisis situation are presented in this paper. Criminal allegations made against the superintendent of a midwestern school system in 1984 created a crisis for the board of education. The superintendent of schools was charged with third degree sexual assault on a 17-year-old female student. The board made a series of 11 decisions as the case unfolded. Methodology involved content analysis of 42 public documents and 10 oral testimony transcripts. Ten factors and issues are identified as factors in the decisionmaking process, and the constraints model of policymaking processes is used to understand the cognitive, affiliative, and egocentric constraints affecting the board's decisions. Three recommendations about board crisis decision making highlight the need for: (1) board member training in crisis decision making; (2) further exploration of the constraints model's applicability to such decision making; and (3) further study of personal relationships, access to information, and student welfare. Other suggestions are that boards seek more than one legal opinion and develop policies for situations of sexual harassment and continuing employment in cases of criminal charges. Four predictions about board decision making in crisis are also included. (16 references) (LMI)

ED 339 111 EA 023 485

Liontos, Lynn Balster
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Elementary Secondary Education; Intergroup Relations; Networks; Problem Solving; *Public Schools; *Shared Resources and Services; *Social Agencies; Social Services
IDENTIFIERS- ERIC Digests

Recommendations for starting a process of collaboration between public schools and social service agencies are offered in this digest. The first step, information gathering, is discussed, as well as strategies for carrying out other stages in the process--selecting, approaching, and meeting with participants; problem solving; and maintaining the relationship. A conclusion is that joint ventures between schools and agencies increases accessibility to services and facilitates interagency communication. (8 references) (LMI)

ED 339 112 EA 023 487

Colorado Report Card 1991. The National Education Goals Report: Building a Nation of Learners.

the Top Ten Books Recommended for Educational Administration Students.

PUB DATE- Aug 91

NOTE- 16p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Education; Books; Curriculum Development; Degree Requirements; *Educational Administration; Elementary Secondary Education; Higher Education; Information Sources; *Reading Materials; *Reading Material Selection

Findings of a study to determine which books are recommended as required readings for educational administration students are presented in this paper. Surveys were mailed to 275 educational administration department chairs, asking them to list up to 10 books other than textbooks suitable for required graduate reading. Fifty-five completed surveys were returned. Of the 308 titles submitted, little agreement existed among respondents. A Cochran Q test determined statistical differences among the surveys according to the type of graduate degree offered by the institution. A list of 22 titles was developed for each of the following categories of institutions: overall; master's/education specialist; and doctoral granting. Five titles appear on all three lists. The list of 22 titles is recommended as a basic library of readings for students in educational administration/leadership. Five tables are included. (24 references) (LMI)

ED 339 136 EA 023 561

Opuni, Kwame A.; And Others

An Evaluation of the Student Referral Centers (An In-School Suspension Program), 1990-91.

PUB DATE- 91

NOTE- 54p.; For a related document, see EA 023 562. Light print in appendixes may not reproduce adequately in paper copy.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Probation; Counseling Services; *Discipline Problems; *In School Suspension; Intermediate Grades; Intervention; Junior High Schools; Middle Schools; *Program Evaluation; Referral; *Student Personnel Services; *Suspension

IDENTIFIERS- *Houston Independent School District TX

The effectiveness of a student referral center (SRC) program implemented by 19 Houston, Texas middle schools during 1990-91 is assessed in this paper. The program, made up of 14 Student Referral Centers, serves as an inschool suspension system to provide counseling support services and instructional assistance to students with discipline problems. Methodology involved analysis of student referral center reports and a survey of all principals, teachers, and SRC staff at the 19 participating middle schools. Findings indicate that the program is vital for enhancement of teacher morale and instructional effectiveness. Overall, the program has been reasonably successful in achieving its goals; however, several structural deficiencies are identified and recommendations are offered. Nine tables and six figures are included. Appendices include report forms and copies of the student, staff, principal, and teacher surveys. (16 references) (LMI)

The contributions of the special education teacher and speech/language therapist are also examined. Assistive technology issues that need to be addressed by the team include evaluation procedures, selection of technology, implementation, and monitoring. A detailed table lists services provided by therapists in schools, the purpose of each service, and questions that other team members may want to ask occupational and physical therapists about the services and assistive technology. A list of 14 print and 6 organizational resources and a glossary conclude the guide. (JDD)

ED 339 158 EC 300 768

Planning Computer Lessons. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 91
NOTE- 5p.; For related documents, see ED 324 842-850 and EC 300 758-769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Literacy; *Disabilities; Elementary Secondary Education; *Lesson Plans; Mainstreaming; Microcomputers; Teaching Methods

This guide offers planning and organizing ideas for effectively using computers in classrooms that include students both with and without disabilities. The guide addresses: developing lesson plans, introducing the lesson in a way that builds motivation, providing guided and independent practice, extending the learning, and choosing software. Variations in computer availability and use are examined. A sample lesson plan on the U.S. Civil War illustrates use of "TimeLiner" software in a social studies class. The guide concludes with a list of 7 references, 5 print resources, and 13 software programs. (JDD)

ED 339 159 EC 300 769

Copel, Harriet
Students with Moderate Cognitive Abilities. Tech Use Guide: Using Computer Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 8p.; Based on the content of a Seminar on Technology for Students with Moderate Disabilities (February 1991). For related documents, see ED 324 842-850 and EC 300 758-768.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Daily Living Skills; Electronic Equipment; Elementary Secondary Education; Intervention; Microcomputers; *Moderate Mental Retardation; Student Characteristics; Student Educational Objectives; *Teaching

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; *Behavior Rating Scales; Check Lists; *Disabilities; Preschool Education; Primary Education; *School Readiness; Skill Development; *Student Evaluation; Testing; Transitional Programs
IDENTIFIERS- *Helpful Entry Level Skills Checklist

The Helpful Entry Level Skills Checklist was designed to assist preschool teachers in selecting functional skills that children (including children with disabilities) may need to make a successful transition into the public schools. These skills, for the most part, deal with attending, compliance, ability to follow directions, turn taking, ability to follow classroom routines and rules, and the ability to function independently. The entry level skills are those survival skills, or social and behavioral skills, that are necessary for a child to function successfully in the next school environment. The checklist is divided into sections for classroom rules, work skills, communication skills, social behavior skills, and self-management skills. The checklist is to be used as a guide for teaching young children skills that lead to independence, rather than as a prerequisite for entry into a public school program. A rationale for development of the checklist and instructions for administering the assessment are provided, in addition to a copy of the checklist. (JDD)

ED 339 178 EC 300 788

Byrd, Rita; And Others
Sequenced Transition to Education in the Public Schools: Project STEPS Replication Manual. Second Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 91
NOTE- 82p.; For related documents, see EC 300 786-787.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Organization; *Agency Cooperation; *Disabilities; Family Involvement; Institutional Cooperation; *Models; Preschool Education; Primary Education; Program Development; Program Implementation; Public Schools; Records (Forms); *School Readiness; Sequential Approach; Staff Development; Teaching Methods; *Transitional Programs
IDENTIFIERS- Kentucky

This manual provides guidelines for early childhood programs and public school systems wishing to establish or formalize a transition process to meet the needs of preschool children moving into the public school system, based on the STEPS (Sequenced Transition to Education in the Public Schools) model developed in Kentucky. The manual begins with an overview of the STEPS model, including a brief history and a summary of the model's major components. A transition overview then discusses the need for an effective transition process and the benefits of interagency coordination. Final sections provide details about the major components of the STEPS model, addressing strategies for: (1) developing administrative procedures and processes; (2) inservice training and communication skills for staff members; (3) encouraging families to become involved in the child's preparation for, evaluation, and placement in the

DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Curriculum Design; Educational History; Educational Strategies; Hearing (Physiology); Motion; *Pattern Drills (Language); Second Language Instruction; *Second Languages; *Sensory Experience; Vision

A reprint of a 1975 article on multi-sensory exercises for communicative second language learning is presented. The article begins by noting that the use of drills as a language learning and practice technique had been lost in the trend toward communicative language teaching, but that drills can provide a means of gaining functional control of linguistic units. Attempts to replace superficial drills with drills for communicative intent are outlined, and the Audio-Motor Unit, a strategy with a unique combination of elements, is described. The unit involves a series of commands on a central theme, presented orally and acted out by the teacher for students to listen to and observe. Later, students are asked to join the motor activity as commands are repeated, capitalizing on the combined learning effects of sound, sight, and physical movement. The commands can then be used as a basis for extensive oral pattern practice of new or review material. The method both is effective and holds student attention. It is also possible to extend its use by adding writing activities or other reinforcers such as touch, taste, and smell. Examples of classroom interactions are given in several languages. (MSE)

ED 339 197 FL 019 623

Gonzalez, Barbara
The Reusable Communication Format.
PUB DATE- 90
NOTE- 15p.; Reprinted from "Dimension: 1984."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); Curriculum Development; Educational History; *Games; Grouping (Instructional Purposes); *Interpersonal Communication; Interviews; *Role Playing; Second Language Instruction; *Small Group Instruction

The reprint of a 1984 article on language teaching for communicative competence focuses on the use of small group communicative activities. The benefits and advantages of small group (two to six participants) communications activities are outlined, including the increased opportunities for speaking, less intimidating context, retention of attention, opportunities for integrated language practice, and natural context for speaking. Common teacher concerns about small group activities include the limitations of student vocabulary or structures, need for preparation, grouping, error correction, equal student participation, and reversion to that native language. Potential solutions for these issues are offered. Characteristics of good small group activities are discussed briefly, and some sample reusable formats are described. These include role-playing, use of directed dialogue cards, chained statements, add-on statements, guessing games, and interviews. Examples of role-playing materials and a 24-item bibliography are appended. (MSE)

ED 339 198 FL 019 624

Fisiak, Jacek, Ed.

ED 339 218 FL 019 863

Strasheim, Lorraine, Ed.; Bartz, Walter H., Ed.
A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools. Generic Competencies, Levels I-IV.
PUB DATE- Jun 86
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; Cultural Awareness; *Curriculum Design; Difficulty Level; French; German; Intermediate Grades; *Language Proficiency; *Modern Languages; Secondary Education; Second Language Instruction; *Second Language Programs; Spanish; *State Standards
IDENTIFIERS- *Indiana

This curriculum guide for Indiana's foreign language education (1) establishes what proficiency is at the end of each of four instructional levels, through sets of competencies, or learning outcomes, to be achieved throughout that level; (2) defines progress throughout the sequence of levels in terms that can be readily understood; and (3) integrates culture and communication at every instructional level in the sequence. An introductory section for teachers offers suggestions for using the guide in identifying appropriate competencies, defining equivalent learning outcomes, and adapting them to the school district's needs. The guide is organized by the four instructional levels, with each consisting of a course description and specific proficiency statement, a list of statements describing learning outcomes in general terms, and a series of learning outcomes or generic competencies. Each generic competency has four components: a description of communicative competence, or student performance; a list of skills involved in performing the communicative competence; linguistic content, in levels 1 and 2 only; and an evaluation schema for teacher use. Rating scales for evaluation are appended, and three addenda to the guide contain specific learning outcomes for French, German, and Spanish. (MSE)

ED 339 219 FL 019 864

Bartz, Walter H., Ed.; Strasheim, Lorraine, Ed.
A Guide to Proficiency-Based Instruction in Latin for Indiana Schools. Latin Competencies, Levels I-IV.
PUB DATE- 87
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; Cultural Awareness; *Curriculum Design; Difficulty Level; *Language Proficiency; *Latin; Secondary Education; Second Language Instruction; *Second Language Programs; *State Standards
IDENTIFIERS- *Indiana

This curriculum guide for Indiana's Latin education programs is intended as a model for the integration of communicative, cultural, and linguistic learning in Latin curricula and instruction and an aid in designing proficiency-based curricula and instruction. It establishes the proficiency expected at the end of each of four instructional levels by specifying communicative competencies or learning outcomes to be achieved, extend everyday classroom activities through essential information technology skills. Chapters cover the following topics: (1) information and communication (e.g., general information, word processing, databases); (2) word processors as a tool for teachers (e.g., gap-fill activities, authoring packages, sequencing activities, search and replace techniques); (3) the student as writer (e.g., success and failure, practical considerations, dialogue completions, collaborative writing, electronic mail); (4) pupils as information handlers (e.g., different types of databases, linguistic functions and data processing skills, database management systems, disk-based dedicated databases, keyword searches online, use of abstracts); (5) databases as practical tools for busy teachers (e.g., teacher generated materials, setting up a resources database, student records, activities based on printouts, predicting and hypothesizing); and (6) practical considerations (e.g., curriculum change and instructional technology--IT, introducing IT into a language department, hardware, software, disk and file management, networks). A glossary is included along with chapter notes. (LB)

ED 339 238 FL 019 978

Barley, Anthony
Making the Most of Audio. Technology in Language Learning Series.
PUB DATE- 90
NOTE- 62p.; For related documents, see FL 019 976-981.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audio Equipment; Audiovisual Aids; Class Activities; Distance Education; Educational Technology; Elementary Secondary Education; Foreign Countries; French; Language Laboratories; *Language Skills; Language Teachers; *Listening Skills; *Radio; *Second Language Instruction; Speech Communication; Writing Skills

Prepared for practicing language teachers, this book's aim is to help them make the most of audio, a readily accessible resource. The book shows, with the help of numerous practical examples, how a range of language skills can be developed. Most examples are in French. Chapters cover the following information: (1) making the most of audio (e.g., for and against its use, some approaches to making radio programs, sources, copyright); (2) using audio to develop listening skills (e.g., spot the word, frequency grids, spot the discrepancy, ordering/sequencing, matching halves, gap-filling, listening grids, translation and re-translation); (3) using audio to develop speaking skills (e.g., repetition, echoing, prediction, questioning, dialogue cues, role play, preparation of radio programs); (4) using audio to develop writing skills (e.g., question and assisted answer, wordsquares and crosswords, dictations, script completion, paraphrasing, transcription, essay writing); (5) managing the system (e.g., basic equipment, radios, recorders, playback machines, student loan pool, listening conditions, technical services, security, storage and retrieval systems, cataloging systems, language laboratories). Contains 22 references. (LB)

ED 339 239 FL 019 979

Lonergan, Jack
Making the Most of Your Video Camera. Technology in Language Learning Series.

differs in stressing the interaction between student background characteristics and aspects of the socialization process itself. This framework suggests that socialization into the professions should be conceived as a series of processes in which the novice: (1) enters the educational institution with values, beliefs, and attitudes about self and professional practices; (2) is exposed to various socializing influences while in school; (3) assesses the salience of the normative pressures for attaining personal and professional goals; and (4) assumes, changes, or maintains his/her original values and goals. Contains 42 references. (SM)

ED 339 259 HE 023 329

Gillis, M. K.; Olson, Mary W.
Effects of Teaching Learning Strategies with Course Content.
SPONS. AGENCY- Southwest Texas State Univ., San Marcos.
PUB DATE- Apr 89
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Course Content; Higher Education; *Instructional Effectiveness; *Integrated Activities; *Learning Strategies; State Universities; Student Attitudes; *Study Habits

The study reported in this paper examined the effects of teaching learning strategies integrated with courses content on the study habits, attitudes, and mastery of course content of 122 students. Students enrolled in the experimental section of a freshman level course were taught learning strategies and course content; students in another section were taught only course content. Students in two control groups were taught neither. The learning strategies instruction covered use of library resources, study guides, note-taking, time management techniques, and summarization procedures. Analyses of pre-test scores on the "Survey of Study Habits and Attitudes" and a course content test indicated no differences among the groups. Analyses of post-test scores indicated that students in the experimental group scored significantly better than students from the other groups on mastery of course content and study habits. No significant differences were found among the four groups in study attitudes. It is concluded that teaching learning strategies with course content improves both study habits and mastery of course content. (12 references) (Author/JDD)

ED 339 260 HE 023 921

Breneman, David W.
Are We Losing Our Liberal Arts Colleges?
PUB DATE- Oct 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Definitions; Educational Change; *Educational Trends; Higher Education; *Institutional Mission; Institutional Role; *Liberal Arts; *Private Colleges; Professional Education; Role of Education; Trend Analysis

Educational and economic criteria were developed to define a liberal arts college, and this definition was applied to the list of Liberal Arts I and Liberal Arts II colleges in the Carnegie Foundation classification. Educationally, liberal arts

Faculty Promotion; Fees; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Juries; Leaves of Absence; Personnel Policy; Retrenchment; Sabbatical Leaves; State Colleges; *State Universities; Teacher Retirement; Teacher Salaries; Teacher Strikes; Teaching Load; Tenure; Travel; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; *New York; Tuition Benefit Programs

The collective bargaining agreement between the State of New York and United University Professions, an affiliate of the American Federation of Teachers, for the period July 1, 1988 to June 30, 1991 is presented. The contract's 50 articles cover the following: recognition, unchallenged representation, exclusive negotiations, definitions, policies, benefits preservation, grievance procedure, labor-management meetings, academic freedom, non-discrimination, employee organization leave, college meeting space, bulletin boards, mail distribution, payroll deduction, lists, information and data, board of trustees' meetings, discipline, direct compensation, committee on excellence, travel allowances and relocation expenses, leaves, access to employees, compensation of department chairpersons, jury service, national and state professional meetings, medical assistance, clinical practice, appointment, evaluation and promotion, personnel files, notice of non-renewal, job security review procedures, transfer rights, retrenchment, program for tuition assistance, retirement income supplementation programs, parking, health insurance, employee benefit fund, joint committee on health benefits, professional development and quality of working life committee, safety and health committee, housing and meal charges, indemnification savings clause, management rights, conclusion of collective negotiations, legislative action, duration. Appendixes contain additional documentation of agreed upon policies. (JB)

ED 339 279 HE 025 059

Fourth Master Agreement between the University of the District of Columbia and University of the District of Columbia Faculty Association/NEA.
PUB DATE- 1 Oct 88
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Collective Bargaining; *College Faculty; Confidential Records; *Contracts; *Employment Practices; Faculty Development; Faculty Evaluation; Faculty Promotion; Fees; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Juries; Leaves of Absence; Personnel Policy; Retrenchment; Sabbatical Leaves; *State Universities; Teacher Retirement; Teacher Salaries; Teacher Strikes; Teaching Load; Tenure; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; Tuition Benefit Programs; *University of the District of Columbia

The collective bargaining agreement between the University of the District of Columbia and the University of the District of Columbia Faculty Association, an affiliate of the National Education Association, for the period October 1, 1988 to September 30, 1993 is presented. The agreement's 33 articles cover the following: purpose and intent, scope of unit, exclusivity, definitions, association rights, dues deduction, grievance procedure and arbitration, management rights, disciplinary/adverse action (principles, initiation of action, textbooks, 4 learning activity packet sources, 75 films, 6 computer software resources, 9 reference materials, and 109 other resources. The guide consists of six units that cover the following: business organization; business finance; business management; business marketing; business production; and business administration. Each unit includes an overview, a topical outline, unit objectives, instructional strategies, teacher resources, and suggested student activities with suggestions for evaluation. Three appendixes include the following: (1) plans for integration of instructional activities to state learning goals; (2) a crosswalk of instructional activities to generalizable skills, transition skills, vocational ethics skills, and state learning goals; and (3) an integrated organization of instructional activities for the business and technology concepts course, which includes business communications and business computations. (KC)

ED 338 810 CE 059 279

Keyboarding, Typewriting and Formatting. Teacher's Guide.
PUB DATE- 89
NOTE- 407p.; For related documents, see CE 059 275-278.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; Computer Science; Computer Science Education; Computer Software; High Schools; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; Microcomputers; Office Occupations Education; State Curriculum Guides; Teaching Guides; *Typewriting; *Word Processing
IDENTIFIERS- Illinois

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing, and Management Education for use in 9th and 10th grades. The curriculum guide includes teacher and student activities that can be implemented in many ways. Information on how to integrate the activity objectives of the Illinois Plan into the State Learning Goals also is included. A model for the curriculum is presented that suggests areas and grade levels of study, and a plan for implementing the course is provided, along with resource lists of 42 journal articles and 6 books and a 75-item glossary. The guide consists of 15 units: microcomputer operations, electronic typewriter operations, key by touch system, editing techniques, develop speed and accuracy on keyboard, center text, personal letters, business letters, envelopes, interoffice memoranda, outlines, manuscripts and reports, columnar tables, career decision activities, and numeric 10-key pad. Each unit includes general comments, a topical outline, unit objectives, teacher resources, and student activities with suggestions for evaluation. Eight appendixes include the following: (1) evaluation of microcomputer software for keyboarding; (2) supplies and preventive maintenance; (3) criteria for evaluation of straight-copy timings; (4) criteria for evaluation of production tests; (5) preparation for teaching; (6) control of software; (7) plans for integration of instructional activities to state learning goals; and (8) a crosswalk of instructional activities to generalizable skills, transition skills, vocational ethics skills, and state learning goals. (KC)

ED 338 811 CE 059 427

Hearing on the Job Corps 50-50 Plan. Hearing before the process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 10 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the auto body and fender repair business as an auto collision technician. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) basic skills; (2) nonstructural analysis and damage repair; (3) structural analysis and damage repair; (4) mechanical and electrical components; (5) plastics and adhesives; (6) painting and refinishing; (7) service management; (8) communications; (9) occupational skills; and (10) employability skills. (KC)

ED 338 829 CE 059 519

Auto Mechanics. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 54p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; *Auto Mechanics; Basic Skills; Business Skills; Communication Skills; Competence; *Competency Based Education; Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Mechanics (Process); Motor Vehicles; Occupational Safety and Health; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 11 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the repair business as an auto mechanic. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) safety and housekeeping; (2) engine repair; (3) automatic transmission/transaxle; (4) manual drive train and axles; (5) suspension and steering; (6) brakes; (7) electrical systems; (8) heating and air conditioning; (9) engine performance; (10) nonmechanical body trim and upholstery; and (11) employability skills. (KC)

ED 338 830 CE 059 520

Beef and Sheep Producer. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 45p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This OCAP contains eight units: (1) study skills; (2) human relations skills; (3) health; (4) career exploration; (5) employability skills; (6) safety awareness; (7) money management; and (8) academic remediation. (YLB)

ED 338 850   CE 059 540

Poultry Producer. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 28p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; *Animal Husbandry; Business Administration; *Competency Based Education; Decision Making; *Employment Potential; Entrepreneurship; Entry Workers; Ethics; *Farm Management; High Schools; Job Analysis; Job Search Methods; *Job Skills; Lifelong Learning; Livestock; Marketing; Problem Solving; Safety; State Standards; Task Analysis; Waste Disposal
IDENTIFIERS- DACUM Process; Ohio; *Poultry

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a comprehensive and verified employer competency list for a poultry producer program. It contains units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter this occupation. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment and are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This OCAP contains nine units: (1) general safety precautions; (2) marketing; (3) waste handling and disposal; (4) business management; (5) poultry management; (6) nutrition, feeds, and feeding; (7) flock health; (8) agricultural mechanics; and (9) employability skills. (YLB)

ED 338 851   CE 059 541

Swine Producer. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 91
NOTE- 36p.; For related documents, see CE 059 517-542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Production; Agronomy; *Animal Husbandry; Business Administration; *Competency Based Education; Decision Making; *Employment Potential; Entrepreneurship; Entry Workers; Ethics; Farm Management; High Schools; Job Analysis; Job Search Methods; *Job Skills; Lifelong Learning; Livestock; Marketing; Problem Solving; Safety; State Standards; Task Analysis; Waste Disposal

contrasting needs for staff development. Information and experience gained from these case studies were used to develop a staff development model based on the process of producing a college human resource plan. The model has five stages: (1) agreeing on definitions for staff development; (2) reviewing present systems for staff development; (3) identifying staff development needs at the macro level and producing a staffing forecast; (4) reviewing needs at the micro level and producing a staff development plan; and (5) monitoring and evaluating the effectiveness of staff development. The model had implications for staff development as part of a business planning process, quality issues, and entitlement planning. (21 references) (YLB)

ED 338 869 CE 059 570

Payne, John
Active Citizenship & Adult Learning In Inner London. Research Paper in Continuing Education Number 2.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; *Affirmative Action; Black Community; *Citizen Participation; Citizenship Education; Citizenship Responsibility; Community Education; Educational Needs; *Environmental Education; Foreign Countries; *Program Termination; Racial Bias; Racial Discrimination; *Voluntary Agencies
IDENTIFIERS- England (London); *Inner London Education Authority (England)

The impact of the abolition of the Inner London Educational Authority (ILEA) on adult education in London (England) was explored. Specifically, the impact of abolition, that might support the concept and practice of active citizenship, was studied on three areas of adult education: environmental education, antiracist work, and work with voluntary organizations. Information was gathered from issues of the annual publication "Floodlight," a questionnaire sent to all 18 adult education institutions in London, and follow-up interviews were conducted. Respondents identified four ways in which adult education institutions encouraged people to be active citizens: (1) adult education as a positive social experience; (2) participation in student associations and committees; (3) the curriculum; and (4) priority groups. A generalized funding crisis in Inner London was found to be due to the abolition of ILEA and the implementation of the poll tax. The study also found increasing emphasis on job and examination-oriented courses. The amount of environmental education being conducted was so small as to be insignificant. Despite extensive work with black communities, there were outstanding questions about the success and future of these ventures. Educational work with voluntary organizations followed a number of models: community education, institutional, and community education/economic development. Further research questions were raised. (Appendixes include 17 references, data tables, and the questionnaire.) (YLB)

ED 338 870 CE 059 572

Wolf, Mary Alice
The Older Learner.
PUB DATE- 19 Apr 91

Erickson, Timothy
Statewide Needs Assessment Survey of the Continuing Education Needs of Minnesota Peace Officers: Phase One.
PUB DATE- Oct 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Continuing Education; Criminal Law; *Educational Needs; *Educational Planning; Law Related Education; *Needs Assessment; *Police; *Police Education; Postsecondary Education; Program Development; Program Implementation; State Surveys; Statewide Planning
IDENTIFIERS- *Minnesota

A statewide needs assessment project was designed to identify the continuing education needs of Minnesota peace officers. Phase one measured perceptions of law enforcement administrators or training officers. The needs assessment committee conducted a literature review to identify items for the survey instrument and weighting formulas. A survey identified 65 training tasks that were highly representative of the most often cited training needs of peace officers. It was distributed to 97 percent of Minnesota's law enforcement agencies (n=525); 307 were returned. Data analysis resulted in a prioritization of training needs based on three criteria (time spent performing the task, harm resulting from inadequate performance, and need for additional training) and organized by demographic considerations. The amount of time and amount of harm did not appear to change the rank ordering significantly. Of the top 10 items, 2 were from the law-related group, 2 from the human behavior/communication category, and 7 from patrol procedure/investigation categories. Recommendations were made suggesting action strategies for the further evaluation of continuing education needs and future delivery of training courses. (Appendixes, amounting to two-thirds of the report, include the instrument, rank order tables, and additional needs identified by respondents.) (YLB)

ED 338 889 CE 059 616

A Study of the Minnesota Professional Peace Officer Education System. Report. Suggested Implementation Strategies, and Executive Summary.
PUB DATE- Jan 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; Criminal Law; *Educational Development; *Educational Needs; *Educational Planning; Employment Patterns; Higher Education; Law Related Education; Needs Assessment; *Police; *Police Education; Statewide Planning
IDENTIFIERS- *Minnesota

This document contains three publications from a study of the training and educational requirements prerequisite to licensure as a peace officer in Minnesota. The first report consists of eight chapters. Chapters 1-3 contain the following: (1) historical review of the development of law enforcement education; (2) the advantages and disadvantages of college for peace officers; and (3) a discussion of how education affects the evolution of an occupation into a profession. Chapter 4 describes the current operation of the professional peace officer education system, outlining the duties and list. More people were trying to learn about or teach themselves something informally (17 percent) than were participating in study (10 percent). Subjects of informal study included computers and foreign languages. Average time spent per week was 9.3 hours. The majority studied over a long time period. Educational institutions were the main venue for adult students. Increased interest in home-based learning was evident. There was no obvious pattern to the marked differences between Scotland, Wales, and the English regions in leisure habits. Nearly one-half wanted to learn about something they had not previously studied. Nearly two-thirds of interviewees were not studying or learning. (Appendixes include materials on the data collection methods, the survey itself, and data analysis tables.) A list of 28 references is included. (YLB)

ED 338 908 CE 059 688

Reneau, Fred; And Others
A Curriculum Guide for Ornamental Horticulture Production Occupations. South Carolina Guide for Ornamental Horticulture Production Occupations. Addendum.
PUB DATE- 90
NOTE- 905p.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Greenhouses; Job Performance; Landscaping; Machine Repairers; Mechanical Equipment; Nurseries (Horticulture); *Ornamental Horticulture; *Ornamental Horticulture Occupations; Pests; *Plants (Botany); Postsecondary Education; Secondary Education; *Soil Science; Turf Management

A curriculum for the jobs of specialty grower, plant propagator, and horticultural worker I and II is provided in this guide. It contains curriculum guidesheets for seven duties: performing administrative functions; preparing soil and growing media; propagating horticultural plants; growing plants; performing maintenance operations; harvesting plants; and performing sales. Each duty includes a performance objective (task, standard of performance of task, source of standard, and conditions for performance of task); enabling objectives; resources; teaching activities; criterion referenced measure; application; performance guide; and evaluation checklist. Four appendices are included: task list and job titles; definition of terms; tools and equipment list; and a bibliography containing 234 references, 13 state-of-the-art literature listings, and lists of 14 personal interviews, 8 professional organizations, 27 trade publications, and 22 sources of standards. An addendum adapts the curriculum for South Carolina teachers. It includes the following: a matrix that correlates competencies with page numbers in the guide and addendum, 18 additional duties, sample forms, and 19 references. (NLA)

ED 338 909 CE 059 693

Danner, Jean Ortowski; And Others
Interpersonal Relationships in the Workplace.
PUB DATE- 90
NOTE- 206p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

administrators provided the basis for this overview of adult basic education in Victoria, Australia. Based on the findings, recommendations were formulated to allocate new funds to improve programing. The recommendations center on these issues: (1) the need for greater understanding and use of appropriate technologies that meet the needs of people seeking to gain literacy and numeracy skills; (2) increased emphasis on numeracy as part of adult basic education; (3) state and local programs for research into issues relating to adult basic education and establishment of a database; (4) curriculum and associated materials development; (5) professional development; (6) expansion of ways in which programs are delivered; and (7) information and community awareness. Recommendations regarding specific attention to aborigines, people with disabilities, and non-English-speaking people are also offered, while still others concern aging, gender equity in access to education, geographic locations, preemployment and workplace education, and student support. (Appendixes include the consultation brief, the questionnaire and list of respondents, and an advertisement for project consultants. Twelve references are listed.) (KC)

ED 338 927 CE 059 753

Malcolm, Heather; Johnstone, Margaret
Working Out? A Study of the Work Experience Module in Secondary Schools in Lothian. SCRE Project Reports.
PUB DATE- Aug 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Databases; Employer Attitudes; Foreign Countries; Job Placement; *Outcomes of Education; *Program Attitudes; Program Effectiveness; Secondary Education; Student Attitudes; Student Employment; Teacher Attitudes; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Scotland (Lothian Region)

The work experience module used in secondary schools in Lothian, Scotland, was evaluated by soliciting the opinions of the teachers and career officers who organize it, the students who participate, and the employers who provide work experience placements. Data were gathered between October 1990 and March 1991 from 699 students in 38 schools, 151 of their teachers, and 18 career officers using a questionnaire and from 40 employers by telephone. Some of the findings are the following: (1) both teacher and pupil groups felt that the work experience outcome had helped pupils become more confident; (2) more than half the students thought the experience had made them want to work harder at school; (3) more effort should be given to matching students with placements in which they could do well; (4) more effort should be made in helping students develop realistic expectations about the work experience; and (5) teachers found the database used in the project useful for making placements, but felt they needed more training and did not rely on it for all placements. (Two appendixes describe research methodology and list the types of job placements.) (KC)

ED 338 928 CG 023 657

Brown, Sandra L.
Counseling Victims of Violence.
PUB DATE- 91

programs and that since the PIC-R is able to detect psychopathology in the runaway adolescent, mental health services be provided to the adolescent and his/her family on the agency's premises. (LLL)

ED 338 947 CG 023 758

Yonker, R. J.; And Others
Anabolic-Androgenic Steroids: Knowledge about, Attitude toward, and Extent of Use by High School Students.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Use; High Schools; *High School Students; *Knowledge Level; Misconceptions; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Steroids

Anabolic-androgenic steroids (AS) are pharmacologic derivatives of the hormone testosterone. They have therapeutic merit when used under a physician's prescription to treat certain hormonal imbalances and some forms of anemia; however, when taken in high doses they have a number of virilizing, feminizing, toxic, and psychological effects. This study was conducted to determine the knowledge about, attitudes toward, and extent of use of AS among 10th, 11th, and 12th grade students at a northwest Ohio high school. Questionnaires completed by 1,057 students revealed that, of the 53 students who indicated that they were taking steroids, 4 gave legitimate medical reasons for doing so. Thus, 4.6% of the student population was taking steroids illegitimately. Of those students admitting use, 95.9% were male, with the greatest percentage of users being seniors (38.8%) or juniors (36.7%). Many had misunderstandings and misconceptions concerning the properties and side effects of AS, and in general, many did not condone the use of AS. The typical high school student who used AS was a junior or senior male who had obtained steroids on the black market (49.0%) or from fellow athletes (44.9%) and who was taking more than one steroid preparation several times per week for the purpose of enhancing performance. (NB)

ED 338 948 CG 023 759

Post, Jory
Into Adolescence: Stopping Violence. A Curriculum for Grades 5-8. Contemporary Health Series.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Conflict Resolution; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Prevention; *Violence
IDENTIFIERS- Middle School Students

This module presents a curriculum on violence prevention for middle school students. It begins with a discussion of what violence is. The second lesson helps students to examine the portrayal of violence in various media. In the third lesson, circumstances in which they find themselves. Therefore, it is imperative that student personnel professionals be familiar with the issues concerning campus suicide. This paper presents the current issues and theories involving college student suicide. A comprehensive program designed to sensitize and prepare student professionals, residential living staff, faculty members, academic advisors, students, and parents to react to a potential suicide are offered. The three-part plan includes procedures and policies for prevention, intervention, and postvention for suicide. Prevention and intervention programs can help lessen the crisis and provide effective strategies for coping with life. Postvention programs can assist those who survive in coping with the grief and loss. Helping students learn how to turn a personal crisis into an opportunity for hope should be the goal of every prevention, intervention, and postvention program. (Author/LLL)

ED 338 968 CG 023 782

Morgan, Elizabeth A.
Pioneer Research on Strong, Healthy Families.
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Family (Sociological Unit); *Family Characteristics; Family Environment; Family Life; Research Projects

Interest in the family is pervasive throughout American culture today. The problematic relationship between the family and modern society is recognized by those of diverse political persuasions. Contemporary interest in the family is not entirely problem-oriented, however. Within the past 2 decades a quiet undercurrent of research focusing on families that are doing well has generated a substantial movement to strengthen American families. The primary motivation behind the pioneer research on strong, healthy families has been the realization of a compelling need for a non-pathological understanding of families. Two research traditions have contributed to present knowledge of strong, healthy families: "family strengths" research, and "healthy family" or "normal family" research. Both research traditions have largely developed in parallel relation to each other. As an aid to family professionals and policymakers whose decisions affect families, this paper presents a summary review of six pioneer research projects that have made major contributions to knowledge of strong, healthy families. The researchers include Herbert Otto; Robert Hill; Stinnett and colleagues; Kantor and Lehr; Lewis, Beavers and the Timberlawn Team; and Olson and McCubbin and Associates. The stated purpose of the review is to provide a concise record of the research itself in order to make it more accessible to interested professionals and policymakers. (LLL)

ED 338 969 CG 023 789

Yager, Geoffrey G.; And Others
The Courage To Counsel.
PUB DATE- 13 Oct 90
NOTE- 6p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Indianapolis, IN, October 11-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

the exposure may be strictly by blood, with little or no social contact. In all three cases the presence of alcoholism in a family member poses some risk, both for adverse social, psychological, and economic outcomes and for biological predisposition to the disease itself. Four statistical tables and technical notes are provided. (43 references) (LLL)

ED 338 987 CG 023 808

Rose, Laura; Matthias, Mary
Legislation on Homelessness. Wisconsin Legislative Council Report No. 12 to the 1991 Legislature.
PUB DATE- 30 Oct 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Health Services; *Homeless People; Public Policy; Social Services; *State Legislation; State Programs; Veterans
IDENTIFIERS- *Wisconsin

The components of Wisconsin's 1991 Assembly Bill 680 that considers homelessness are discussed in this document. The Bill itself addresses: (1) surplus state lands; (2) transitional housing grants; (3) prevention of homelessness; (4) establishing a low-income housing income and franchise tax credit; (5) veterans lacking a permanent address; (6) homeless veterans reintegration; (7) homeless shelter grants; (8) general relief program changes; (9) Aid to Families with Dependent Children-Emergency Assistance Program; (10) medical assistance reimbursement for certain services; (11) services to homeless individuals with alcohol and other drug abuse problems; (12) domestic abuse grants; (13) primary health care services for homeless persons; (14) services for runaway youths; (15) interest on real estate trust accounts; (16) providing for a community land trust study; (17) providing for a study; and (18) granting rule-making authority and making appropriations. Committee activities, including assignments, summary of meetings, committee and council votes, and staff materials are discussed. A description of the Bill is included, focusing on the topics of housing opportunities for homeless persons; homeless veterans issues; social service programs for homeless persons; and health care for homeless persons. An appendix includes a 59-item bibliography of committee materials. (ABL)

ED 338 988 CG 023 809

Sweet, Richard; And Others
Legislation on Adolescent Pregnancy Prevention. Wisconsin Legislative Council Report No. 13 to the 1991 Legislature.
PUB DATE- 31 Oct 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; *Pregnancy; Pregnant Students; *Prevention; *State Legislation; *State Programs
IDENTIFIERS- *Wisconsin

Wisconsin legislation on adolescent pregnancy prevention is discussed in this document. The 1991 Senate Bill 324 and Assembly Bill 630, identical bills which relate to adolescent to excessive absenteeism. A target group of students with excessive school absences was identified by the school faculty. Intervention counseling sessions were held with these students. Of the 46 students, only 12 were involved in two counseling sessions. The purpose of the sessions was to increase student awareness of individual absences and of the district school board attendance policy. Other purposes of the counseling sessions were to provide the target students and the students' parents (or guardians) with information about an appeal process and the importance of school attendance. This program employed a questionnaire, attendance information, and appeal data in order to measure the success of the counseling sessions. All students belonging to the target group were involved in intervention counseling sessions. All students were made aware of the individual's number of absences and answered correctly all questions on an exit interview questionnaire. At the conclusion of the appeal process, 47 students received failing grades for the second semester. Of this 47, only 19 students belonged to the target group. Of the 19 students, 14 students were successful in presenting appeals and had the mandatory failure waived. It was concluded that intervention counseling helped to decrease student absences at the secondary school level. (ABL)

ED 339 007 CS 010 744

Clewell, Suzanne F., Ed.; And Others
Literacy: Issues and Practices. 1991 Yearbook of the State of Maryland International Reading Association Council. Volume 8.
PUB DATE- 91
NOTE- 80p.; For 1990 Yearbook, see ED 321 229.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Literacy; *Literature Appreciation; *Reading Attitudes; Reading Diagnosis; Reading Habits; *Reading Instruction; Workshops; Writing Instruction
IDENTIFIERS- Process Approach (Writing); Reading Motivation

Although varying in approach and emphasis, the articles in this yearbook serve the twin goals of creating a literate citizenry and nurturing the habit and tradition of reading. Following a foreword and an editorial, articles in the yearbook are: "Reading Assessment at the Statewide Level" (Peter Afflerbach); "The Road to Literacy: Encounters in a Thought Centered Classroom" (Jane A. Haugh); "Implementing the Process Approach to Writing: Suggestions for Change Leaders" (Mariam Jean Dreher); "Computer Peer Mentoring with Reading Disabled Students" (Karen Hanus and Margaret Mary Sulentic); "Captioned Video Technology and Television-Based Reading Instruction" (Patricia S. Koskinen and others); "The Teacher as a Writing Model" (Anne Clark and James E. Pirkle); "Reading Workshop: A Forum for Learning How to Love Reading" (Suzanne F. Clewell and Faith Kusterer); "Helping Students Deal Effectively with Comprehension Failure" (Janice F. Almasi); and "An Open Letter to the SoMIRAC (State of Maryland International Reading Association Council) Membership" (Peter Winograd). Two book reviews are included. (SR)

ED 339 008 CS 010 745

Berger, Allen
From Practice to Research for Teachers and Administrators.
PUB DATE- 22 Nov 91

Help Your Child Read and Succeed. A Parent's Guide.
PUB DATE- 91
NOTE- 276p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Elementary Education; Parent Participation; *Parent Student Relationship; Reading Aloud to Others; Reading Attitudes; Reading Comprehension; Reading Improvement; Reading Material Selection; Reading Processes; Reading Rate; Vocabulary Development
IDENTIFIERS- Reading Motivation

Designed to help parents in their important role as their children's most powerful guide to reading and learning, this book contains directions, guidelines, and activities to build a positive environment and a relationship that promotes learning. Chapter titles are: (1) Helping Children with Reading and Learning; (2) Creating Interest and Positive Attitudes; (3) Improving Your Child's Reading Comprehension; (4) Skills for Identifying Words; (5) Building a Strong Vocabulary; (6) The Value of Reading Aloud; (7) Reading for Instructions, Graphs, Maps, and Tables; (8) Selecting Books for Children; (9) Flexibility and Reading Speed; and (10) How To Succeed with Your Child. Lists of preschool books, "predictable" books, books on audiotape, sample first grade reading vocabulary, and literary resources are provided in five appendixes. (RS)

ED 339 029 CS 010 775

Student Literacy. Special Collection Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 67p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; Elementary Secondary Education; *Family Involvement; High Risk Students; Informal Reading Inventories; Literacy; Reading Aloud to Others; *Reading Instruction; Reading Writing Relationship; Writing (Composition)
IDENTIFIERS- ERIC Digests

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading, writing, speaking, and listening--all the elements that make up literacy in the language arts. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

DESCRIPTORS- Communication (Thought Transfer); *Futures (of Society); Higher Education; Language Role; Philosophy; *Rhetorical Theory
IDENTIFIERS- *Poetic Humanism; Rhetoric as Epistemic; *Scientific Thinking

Kenneth Burke, in his book "Permanence and Change" (1935) predicted that, as a result of the dehumanizing and alienation of people by technology, the 300-year reign of science that supplanted the age of religion and still prevails today would be replaced by poetic humanism as the new orientation. Current changes within rhetorical theory as a discipline must be identified to determine whether or not contemporary rhetorical theory is moving toward poetic humanism and away from science. A brief comparison of traditional and more recent theorists presented in "Contemporary Perspectives on Rhetoric" (by S. Foss and others) supports a trend in rhetorical theory away from science and toward poetic humanism. Stephen Toulmin and Chaim Perelman are directly associated with the field of argumentation, and their "rational" approach to rhetoric suggests a close relationship with science since science emphasizes "rationality." Ernesto Grassi's humanism centers on the process of people gaining control over nature. Jurgen Habermas reacts against the supremacy of "scientism" and presents hermeneutics to provide more methodological balance. Michel Foucault claims that discursive formations are central to all knowledge and power in society, thus providing rhetoric a central role in daily activity. The complex and subjective nature of Foucault's archaeological method makes it more consistent with the orientation of poetic humanism than science. The ideas of these contemporary European philosophers can provide a theoretical foundation for a rhetoric of poetic humanism which can be organized according to the humanistic, poetic, subjective, and pluralistic characteristics of poetic humanism. (RS)

ED 339 048 CS 507 623

Martin, Dennis G.; Vaccaro-Lloyd, Carla
Impact of Computer Software on Advertising Media Courses: A Study of 71 Colleges and Universities.
PUB DATE- Aug 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, MA, August 7-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Computer Assisted Instruction; *Computer Software; *Course Content; *Course Organization; Higher Education; National Surveys; School Surveys; Teaching Methods
IDENTIFIERS- *Advertising Education; *Media Courses

A study evaluated the impact of microcomputers and software in advertising media courses by surveying media planning instructors in 71 (out of 111) colleges and universities. The survey asked instructors to evaluate textbooks, workbooks, and computer software; to assess the impact of software on the media course; and to compare software users with non-users. Results showed that software users spent more time than non-users teaching theoretical media concepts. Results further indicated that professors who used to teach media planning without software showed a moderate to extreme increase in satisfaction after adopting computer software. Results also strategic planners did not help to regulate and analyze the information about the issues. Moreover, there was the chance that they were not cognizant of the information and subsequently, they could not incorporate the information into their decision making. The role of issues management in the decision making process became limited and restricted to the decision making of members of the issues management team. Organizational communication scholars should continue their research into the function of issues management in the decision making process. (Author/PRA)

ED 339 068 CS 507 652

Ward, Dee Ann Duke
Satan's Temptation of Eve in "Paradise Lost": A Rhetorical Analysis.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; Discourse Analysis; Language Role; *Literary Devices; *Persuasive Discourse; Rhetorical Criticism
IDENTIFIERS- Classical Rhetoric; *Milton (John); *Paradise Lost; Rhetorical Devices; Rhetorical Strategies

John Milton employs classical rhetorical techniques in "Paradise Lost" to accomplish Satan's temptation of Eve which begins on line 524 and ends with line 732 of Book 9; however, Satan's oration resembles pejorative sophistry and Milton uses Ciceronian arrangement for Satan's argument. Milton envisions Satan as a clever, cunning creature who purposely misleads Eve--an innocent. In the exordium Satan uses flattery to attract Eve's attention. In the narrative section Satan lies to Eve about how he gained the power of speech. In the partition Satan forces Eve to acknowledge the existence of the Tree of Knowledge from which he obtained the fruit, and he addresses her reservations about partaking of the fruit. The confirmation section employs an Aristotelian enthymeme in which Satan ostensibly delineates an inconsistency in God's commandment. In the refutation Satan uses ambiguity, deceit, and a spurious enthymeme to seduce Eve. Finally, in the peroration, Satan recalls his arguments, ignites ill will against God, and arouses sympathy in Eve. Milton also sympathizes with Eve because he sees her as unequipped to argue with Satan on the same intellectual level. Throughout this oration Milton continues to remind the reader/student than these dishonorable and illogical means of persuasion are antithetical to the Classicists' intentions and consummate for illustrating Satan's character. (Author/PRA)

ED 339 069 CS 507 653

Seidel, Kent
Theatre Education in United States High Schools: A Survey Report.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *High Schools; School Surveys; Teacher Attitudes;

with a focus on the degree of government involvement and school district role: community resource equalization, family power equalization, the use of vouchers, public options, and responses to voucher programs. Suggestions for investigating whether or not vouchers may be used effectively in public education include conducting long-term regional studies and addressing funding on national and regional levels. (17 references) (LMI)

ED 339 090 EA 023 460

Boyd, Bill
The Impact of Interagency Relationships on the Educational Institution: The Leadville Center Project.
PUB DATE- Sep 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (El Paso, TX, October 31-November 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Agency Role; Day Care Centers; *Educational Cooperation; Elementary Education; Human Services; Preschool Education; *School Role; *Shared Resources and Services; Social Services
IDENTIFIERS- *Leadville County School District CO

The impact of interagency relationships on the educational institution is explored in this paper, which focuses on the Leadville Center Project experience. The project was an interagency effort in which the Leadville Center, housed in a former elementary school building, provided day care and coordinated social services in an economically stricken area of Colorado. The purpose of the study was to determine to what extent the Center and the Leadville School System had approximated the visions of Kirst (1990) and Cunningham (1990). Their views, respectively, were that public schools, to survive, must become a hub for comprehensive student services, and that to do so would require that schools undergo a transformation. Methodology was based on key informant interviews with a total of 22 teachers, principals, counselors, the center director, and the school superintendent. Findings suggest that the project has not transformed the school system, which continues to focus on its academic mission, and that the project has successfully achieved its goals. That the project was driven by practical rather than theoretical issues indicates the influence of economic climate on program acceptance and raises questions about the feasibility of similar efforts nationwide. (7 references) (LMI)

ED 339 091 EA 023 461

Hertzog, C. Jay
The British Middle School at Age Thirty: An American Perspective.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational History; Foreign Countries; *Intermediate Grades; Junior High Schools; *Middle Schools; *National Programs; *School Organization;

PUB DATE- 1 Oct 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Excellence in Education; *Outcomes of Education; *State Programs; *Statewide Planning
IDENTIFIERS- *Colorado; *National Education Goals 1990

The performance and goals of the Colorado education system are evaluated in this report, with a focus using progress indicators to establish baseline levels of performance. Colorado 2000's six goals are based on the National Education Goals established in 1989, and are described under the following headings: (1) "Readiness"; (2) "High School Completion"; (3) "Student Achievement"; (4) "Math and Science Achievement"; (5) "Adult Literacy and Lifelong Learning"; and (6) "Safe and Drug-Free Schools." The goals are then outlined in terms of objectives, indicators (statistical measures) for 1991, and examples of exemplary community response. The appendix contains state board educational goals. (LMI)

ED 339 113 EA 023 490

Lieberman, Ann; And Others
Early Lessons in Restructuring Schools: Case Studies of Schools of Tomorrow...Today.
PUB DATE- Aug 91
NOTE- 75p.; For a related document, see EA 023 491.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Governance; *School Based Management; *School District Autonomy; *School Effectiveness; *School Organization; *School Restructuring

The call to restructure schools is born from a new set of challenges facing U.S. society as well as its education system. This paper describes the process followed by 12 schools that participated in meeting the challenges in the "Schools of Tomorrow...Today" (ST/T) project, supported by the New York City Teacher Centers Consortium (TCC) of the United Federation of Teachers. The project was intended to be a means for changing communications among the staff and parents at schools, changing school-site governance, and being a mobilizing force to improve the education of children. The TCC selected 12 schools from 135 that responded for a place in the project. Each school set up a ST/T team and in the spring and summer of 1990 TCC researchers were able to observe the process of restructuring firsthand. Each school is described, and the context gives demographic data and general information pertaining to the school's unique circumstance. The focus of the ST/T project in the school is then outlined, followed by the learning experiences, barriers, ongoing problems, and dilemmas faced. Each case study concludes with identified needs. In addition, some case studies report on the effects of the restructuring effort. (RR)

ED 339 114 EA 023 491

Lieberman, Ann; And Others
Early Lessons in Restructuring Schools.
PUB DATE- Aug 91

ED 339 137 EA 023 562

Opuni, Kwami; And Others
Student Assignment Centers: An In-School Suspension Program, 1990-91.
PUB DATE- 91
NOTE- 32p.; For a related document, see EA 023 561.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Probation; Counseling Services; *Discipline Problems; *In School Suspension; Intermediate Grades; Junior High Schools; Middle Schools; Program Effectiveness; *Program Evaluation; *Student Personnel Services; *Suspension
IDENTIFIERS- *Houston Independent School District TX; Middle School Students

The effectiveness of the Student Assignment Center program (SAC), an inschool suspension program implemented in the Houston Independent School District, is evaluated in this report. The program provides instructional and counseling support services for middle-school students who risk suspension or expulsion for conduct code violations. Goals are to improve students' attitudes and behaviors through motivational techniques and to improve their organizational skills and study habits. Methodology involved surveys of SAC staff, principals, and teachers at 19 participating middle schools; student attitude surveys; and analysis of program recidivism rates. Findings indicate that, overall, the program was partially effective in achieving its goals--particularly, in improving the recidivism rate and classroom environments. However, deficiencies identified by respondents formed the basis for several recommendations, one of which is to combine long- and short-term frameworks. Nine tables and six figures are included. The appendix lists SAC resources. (18 references) (LMI)

ED 339 138 EA 023 572

Pavan, Barbara Nelson; Entrekin, Kathy Metcalf
Principal Change Facilitator Styles and the Implementation of Instructional Support Teams.
PUB DATE- Apr 91
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Educational Cooperation; Elementary Secondary Education; *Instructional Leadership; *Leadership Styles; *Organizational Change; *Principals; *Program Implementation
IDENTIFIERS- *Pennsylvania

Findings from a study that examined the role of the principal and effects of the principal's change facilitator style (CFS) on the institutionalization of intervention programs are presented in this paper. Subjects were 13 principals involved in Project Link, a Pennsylvania-granted collaborative project to train prereferral child study teams. Questionnaires were administered to 234 teachers in the 13 schools to determine principals' leadership styles in implementing the project. Data were also obtained from assessments of principals by four project consultants and interviews with teachers, team members, and principals during three school visitations during 1989-90. Findings indicate that the five principals classified as

Methods; Technology

This guide deals with the use of computer technology with students who have moderate cognitive abilities. It defines moderate mental retardation and notes the decreasing incidence of mental retardation. It describes characteristics of students with moderate cognitive abilities and examines the role of technology in the educational program of these students. The importance of relating technology applications directly to students' educational objectives is noted. Training on "daily use/low-tech" devices, such as copy machines, calculators, and answering machines, is described as increasing these individuals' skills for independence, employability, and leisure activities. Suggestions are offered for using certain technological devices such as camcorders and educational software as an intervention strategy to achieve students' educational goals. Guidelines are presented for achieving an effective match between the learner and the technology, for selecting software, for determining necessary keyboard adaptations, and for making use of emerging technologies. The guide concludes with a list of organizational, periodical, and product resources. (JDD)

ED 339 160 EC 300 770

Directory of Software Data Sources.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software; Computer Software Evaluation; Computer Software Reviews; Database Producers; *Databases; *Disabilities; Educational Technology; Elementary Secondary Education; *Special Education

This annotated directory of existing databases, both online and print, is designed to assist in identifying available technology products for use in special education. The first section describes eight commercial software products with a special education focus, such as the "Closing the Gap Resource Directory" and "Software To Go." The second section lists five commercial software products with a regular education focus, such as "Only the Best" and the "Software Preview Guide." The third section lists five databases that contain public domain software and have a special education focus, including "Software for Special Populations" and "Tell'em Ware." The database descriptions in these three sections indicate the name and address of the producing organization, populations targeted by the database, cost for using the database, and access to the database, and include a paragraph-length description. The last section lists five newsletters and journals that contain evaluative reviews of software, such as "The Computing Teacher" and "Special Education Software Review." (JDD)

ED 339 161 EC 300 771

Schopler, Eric
Current and Past Research on Autistic Children and Their Families. Conducted by Division TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children). TEACCH Research Report.
PUB DATE- Jan 91
NOTE- 47p.

next educational environment; and (4) developing and using assessment and instruction for young children to prepare them for the next placement. Several forms designed to organize the transition process and to facilitate communication are provided, including a transition timeline, parent report form, roles and responsibilities, follow-up information packet completed by preschool staff, helpful entry level skills checklist, and replication activities. (Four references.) (JDD)

ED 339 179 EC 300 789

Gifted Child Development and Guidance Study.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Jun 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; Career Exploration; *Child Development; *College Bound Students; Curriculum Development; *Gifted; Guidance; High Schools; Preschool Education; Program Development; Program Effectiveness; Program Implementation; Vocational Education
IDENTIFIERS- Virginia (Virginia Beach)

The Gifted Child Development and Guidance Program of Virginia Beach City (Virginia) Public Schools was developed to interest gifted college-bound students in a vocational class in child development and guidance that might lead to further career interest in child-related professions. This report briefly describes program promotion; student selection; curriculum development; and program activities such as mentorships, field trips, and experience with preschool children. The program covered theories and philosophies of child development, careers relating to early childhood, genetic and environmental effects on the developing fetus, exceptional children, guidance techniques, and safety techniques. Results of a survey of students and parents indicated overwhelmingly positive attitudes toward the program. The bulk of the report is composed of program evaluation forms and tables of survey results. (JDD)

ED 339 180 EC 300 790

Maksym, Diane
Shared Feelings: A Parent Guide to Sexuality Education for Children, Adolescents and Adults Who Have a Mental Handicap and Accompanying Discussion Guide.
PUB DATE- 90
NOTE- 332p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Development; Elementary Secondary Education; *Group Discussion; Interpersonal Competence; *Interpersonal Relationship; *Mental Retardation; Parent Child Relationship; Parent Education; *Parents as Teachers; Preschool Education; *Sex Education; Social Behavior; Social Development;

Papers and Studies in Contrastive Linguistics, Volume Twenty Four.
PUB DATE- 88
NOTE- 195p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- American Indians; Apache; Bilingualism; Code Switching (Language); *Contrastive Linguistics; Determiners (Languages); Dialect Studies; Discourse Analysis; English; *Form Classes (Languages); *Grammar; Greek; Hungarian; Interference (Language); *Language Patterns; Language Research; Language Rhythm; Linguistic Theory; Phonology; Polish; Prepositions; Sentence Structure; Suprasegmentals; Syllables; Uncommonly Taught Languages; Vowels
IDENTIFIERS- Conditionals

This collection of studies in contrastive linguistics includes the following: "Bilingual Intralinguistic Orthographic Interference" (Philip A. Luelsdorff); "Reassociation of Sentence Melodies" (Wolfgang U. Dressler, Lavinia Merlini Barbaresi); "English Word Stress and Empty Vowel Slots" (Grazyna Rowicka); "Prosodic Features and Narrative Strategies in Polish Discourse" (Maciej Pakosz, Vanessa Flaschner); "A Parameter of Syllabification" (Roland Noske); "Remarks on Voicing Phenomena: With Special Reference to English and Polish" (Piotr Ruszkewicz); "The Definite Articles in English and Mod Greek: A Comparison" (Thanasis Kakouriotis); "Natural Categorization and Functional Sentence Perspective" (Anna Duszak); "Conditionals and Concessives" (Barbara Dancygier); "A Note on the So-Called Indicative Conditionals" (Barbara Dancygier); "A Review of L2 Complementation Production Studies" (Barbara Schwarte); "Contrastive Linguistics in the Classroom" (Peter Harder); "Characteristics of Language Shift in Two American-Hungarian Bilingual Communities" (Klara Falk-Bano); "Intransitive Prepositions in Polish" (Ewa Jaworska); and "Cognitive Processes in Apachean English" (Guillermo Bartelt). (MSE)

ED 339 199 FL 019 625

Otanes, Fe T., Ed.; Wrigglesworth, Hazel, Ed.
Studies in Philippine Linguistics, Volume 8, Number 1, 1990.
PUB DATE- 90
NOTE- 162p.; Published in one or two numbers per year.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Discourse Analysis; *Grammar; Japanese; Language Research; Linguistic Theory; Narration; Semantics; *Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- Aklanon; Kadazan; Kalinga; Kapampangan; Polysemy; Tagbanwa

This collection contains five papers on discourse in a variety of languages. "A Stratificational Perspective on the Discourse Structure of Limos Kalinga" by Hartmut Wiens demonstrates the value of the stratificational model in looking at language in relatively small portions at various levels while also showing how its structural aspects at those levels can be integrated. "An Analysis of Polysemy in Kapampangan and Japanese, Using the Systems Correspondence Theory" by Anicia del Corro analyzes polysemy in a Philippine language and Japanese according to a theory stating that man uses existing systems in his world to identify, label, and comprehend the world. In "Some Functions of Direct Quotes in Tagabawa Narrative Discourse," by Sherri Brainard and Lauretta DuBois, four functions are found for this and defines progress in terms that can be readily understood. An introductory section for teachers offers suggestions for using the guide in identifying appropriate competencies, defining equivalent learning outcomes, and adapting them to the school district's needs. The guide is organized by instructional levels, with levels 1 and 2 addressed separately and levels 3 and 4 combined in one section. Each consists of a course description and specific proficiency statement, a list of statements describing learning outcomes in general terms, and a series of learning outcomes or generic competencies. Each generic competency has four components: a description of communicative competence, or student performance; a list of skills involved in performing the communicative competence; linguistic content, in levels 1 and 2 only; and an evaluation schema for teacher use. Notes on multilevel classes and use of translation are appended. (MSE)

ED 339 220 FL 019 865

Fettes, Mark
Europe's Babylon: Towards a Single European Language? Esperanto Documents 41A.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Esperanto; *Foreign Countries; *Intercultural Communication; *International Cooperation; *Language Planning; *Language Role; Official Languages; Public Policy; Uncommonly Taught Languages
IDENTIFIERS- *Europe

Discussion of the establishment of a single language for Europe's many countries and cultures focuses on the debate over English versus Esperanto as the language of choice. It is argued that the notion that language has not been a major barrier to intellectual exchange is a myth. In addition, while the main European political institutions support multilingualism, the situation does not preclude establishing a single second language. Issues in developing language policy for a newly unified Europe include the geographic and political territory it must cover, the roles envisioned for the language chosen, and its learnability. English is the strongest contender because of its international preeminence and current widespread use. However, international English is composed of a large number of varieties, not all of which are internationally stable or considered legitimate. The argument in favor of Esperanto, on the other hand, is based on issues of principle rather than linguistic status. As a planned language, Esperanto is more easily learned than an unplanned national language, and it is also politically neutral. Lexically and historically, Esperanto is a European language. It is concluded that while English has historical dominance, Esperanto is dynamic and can play a larger role in future. (MSE)

ED 339 221 FL 019 872

Fisiak, Jacek, Ed.
Papers and Studies in Contrastive Linguistics, Volume Twenty-Five. The Polish-English Contrastive Project.
PUB DATE- 90
NOTE- 217p.
LANGUAGE- English

PUB DATE- 90
NOTE- 66p.; For related documents, see FL 019 976-981.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Glossaries; *Instructional Materials; Language Teachers; Role Playing; *Second Language Instruction; Simulation; Student Evaluation; *Videotape Recorders

A practical guide for language teachers illustrates the different ways in which cameras can be employed in language work, with suggestions and advice taken from current experience. Teachers can be involved by making their own language training videotapes and focusing on an area of language, literature, or thematic interest directly applicable to the learners' needs. Chapters cover the following topics: (1) first steps with the camera (e.g., equipment, talking heads, short presentations); (2) recording pairs and groups (e.g., lighting and sound, close-ups, topics, communicative function); (3) sketches, role plays, and simulations; (4) evaluating learners' performance (e.g., teacher and learner role, student projects such as advertisements or news reports, language teaching materials); and (6) titles, captions, and editing. Examples and techniques are described throughout. A glossary is included. Contains 5 references. (LB)

ED 339 240 FL 019 980

Rendall, Heather
Making the Most of Micro-Computers. Technology in Language Learning Series.
PUB DATE- 91
NOTE- 65p.; For related documents, see FL 019 976-981.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Software Selection; Decision Making; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Glossaries; Language Teachers; *Microcomputers; Purchasing; *Second Language Instruction; Student Publications; Teaching Methods

A guide to various instructional technology (IT) approaches is aimed at modern language teachers who are just beginning to integrate IT into their methodology. Hints and suggestions are given about what questions to ask when acquiring a computer and buying software and how to avoid some problems. Chapters include the following: (1) Why should I?; (2) Which computer should I choose?; (3) Where do I start? (e.g., managing computers, options varying from single stand-alones to a network room available on the timetable); (4) What software should I buy? (e.g., word processing, concept keyboard, information retrieval, text manipulation, simulations, language work); (5) problems and pitfalls (e.g., disk management, time management, authoring problems, printing); (6) What else? (e.g., newspaper production, the European FAX Project, 1989). Lists of further sources of information and extra reading, as well as a glossary, are provided. (LB)

ED 339 241 FL 019 981

colleges were defined by the following criteria: they award the bachelor of arts degree; are residential; enroll full-time students in the age range of 18 to 24; and limit the number of majors to roughly 20 in the arts, humanities, languages, social sciences, and physical sciences. They rarely enroll more than 2,500 students, and they provide a pre-professional education. Economically, liberal arts colleges have comparable revenue and cost structures, with economic struggles being a function of their offering a curriculum that does not cater to students' concerns with the job market. Using these criteria, the list of 540 institutions classified as liberal arts was narrowed to 212. The paper concludes that the liberal arts college is disappearing, and another type of institution--the professional college--is taking its place. A list of the 212 liberal arts colleges meeting the criteria is provided. (JDD)

ED 339 261 HE 023 922

Cooper, Rita; Smith, Barbara Leigh
Achieving a Diverse Faculty: Lessons from the Experience of The Evergreen State College.
PUB DATE- Oct 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; College Environment; *College Faculty; *Ethnic Groups; Faculty College Relationship; *Faculty Recruitment; Higher Education; *Labor Turnover; Mentors; *Minority Groups; Personnel Selection; Staff Orientation; Teacher Orientation
IDENTIFIERS- *Evergreen State College WA

Between 1986 and 1989, The Evergreen State College in Olympia, Washington, increased its proportion of faculty of color from 11 percent to 20 percent. This was accomplished by reorganizing the college's approach to faculty hiring and retention. Keys to hiring success involved institutional commitment, utilization of inside resources, being creative in seeking applicants, doing research to locate applicants, being open minded, being flexible in disciplinary background requirements, requiring an adequately representative applicant pool, and becoming aware of unintentional barriers in the hiring process. Retaining a diverse faculty requires building a hospitable campus environment. Orientation programs for new faculty at The Evergreen State College offer a buddy system, written materials, a fall off-campus retreat, and workshops throughout the year. Assistance in helping new faculty to become familiar with the cultural norms and idiosyncracies on campus is especially important; the buddy system, which pairs a respected faculty member with some longevity within the institution with a new faculty member, was chosen to help communicate these norms. (JDD)

ED 339 262 HE 023 983

Crnkovich, John J.; Dye, Charles M.
Ignorance and Hazards in Academe: The Dilemma of Fire Safety in American Higher Education.
PUB DATE- 19 Oct 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (12th, Chicago, IL,

appeal and review, association participation), consultation, academic freedom/academic rights and responsibilities, university tenure, evaluation procedures (student, faculty, appeals, chairperson's role), promotion procedures (principles, promotion committees, procedures), workload, compensation (benefits, parking, tuition remission, overload compensation, leaves, faculty development), procedures for leaves, transfers, reduction in force, non-discrimination/affirmative action, official personnel files, learning resource faculty, support systems, safety and health, vacancy notices, university calendar, new faculty, entire agreement, savings clause, duration of the contract, agreement distribution. (JB)

ED 339 280 HE 025 065

McNabb, Terry
Course Placement Practices of American Postsecondary Institutions. ACT Research Report Series 90-10.
PUB DATE- Oct 90
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; *College Freshmen; Comparative Analysis; Enrollment; *Evaluation Criteria; *Evaluation Methods; Higher Education; National Surveys; Postsecondary Education; Standardized Tests; *Student Placement; Undergraduate Study
IDENTIFIERS- Placement Tests

This report presents the results of a nationwide survey on the freshman placement practices of American colleges and universities. The report includes subgroup analyses by degree level, affiliation, size, region, and selectivity. Sources of information used for placement in English and mathematics are reported, including the most commonly found combinations of sources. Finally, changes made in placement practices over the past 5 years, and changes anticipated in the next 5 years, are reported, including results based on analyses when institutions were grouped according to the standardized test(s) they used for placement. The survey findings reveal that course placement is a complex, time-consuming process at many institutions. It is noted, however, that the extent and scope of local placement testing and the degree of change in placement practices were unexpected. Many institutions appear not to take full advantage of standardized tests in placement. Appendices provide the research objectives and questions, the survey instrument, and the results of subgroup analyses. (Author/GLR)

ED 339 281 HE 025 066

Rose, Bruce J.; And Others
Public Service Professionalism among State Administrators: A Multiple State Study. A Working Paper.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Political Science Association (Tampa, FL, November 7-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 7 May 91
NOTE- 75p.; Serial No. 102-4.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *At Risk Persons; *Dropout Programs; Dropouts; *Economically Disadvantaged; Education Work Relationship; Employment Opportunities; Employment Programs; Federal Legislation; Federal Programs; Futures (of Society); Hearings; Intervention; Job Placement; *Job Training; Participation; Postsecondary Education; Secondary Education; Student Placement; Vocational Education; *Youth Programs
IDENTIFIERS- Congress 102nd; *Job Corps

This document reports on a proposal from the Job Corps community that would create 50 new centers around the country by the year 2000 and increase participation by 50 percent. Testimony includes statements and prepared statements, letters, and supplemental materials from a former Secretary of Education; delegates and representatives to Congress; and individuals representing the Frenchburg Job Corps Center; Women in Community Service; Cascades Job Corps Center; Job Corps; Education and Labor Committee; Department of Labor; National Association of Home Builders; United Auto Workers-Labor Employment and Training Corporation; and ITT Corporation. (YLB)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; Agricultural Engineering; Agricultural Production; Agriculture; *Animal Husbandry; Competence; *Competency Based Education; Employment Potential; Entry Workers; Farmers; Farm Management; High Schools; Job Analysis; *Job Skills; Marketing; Occupational Safety and Health; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS- *Beef Cattle; DACUM Process; Ohio; *Sheep

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains 11 units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the agricultural business as a beef and sheep producer. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) general safety precautions; (2) animal care; (3) genetics, reproduction, and breeding; (4) waste handling and disposal; (5) nutrition, feeds, and feeding; (6) herd health; (7) marketing; (8) business management; (9) agricultural mechanics; (10) crop/forage production; and (11) employability skills. (KC)

IDENTIFIERS- DACUM Process; Ohio

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a comprehensive and verified employer competency list for a swine producer program. It contains units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter this occupation. Within the outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment and are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in a given occupation 3 to 4 years from now. This OCAP contains 11 units: (1) general safety precautions; (2) animal care; (3) genetics, reproduction, and breeding; (4) waste handling and disposal; (5) nutrition, feeds, and feeding; (6) herd health; (7) marketing; (8) business management; (9) agricultural mechanics; (10) crop and forage production; and (11) employability skills. (YLB)

NOTE- 27p.; Paper presented at the Annual Conference of the Northeastern Gerontological Society (Albany, NY, April 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Cognitive Style; Developmental Psychology; Developmental Stages; *Educational Environment; *Educational Gerontology; Individual Development; *Learning Motivation; *Older Adults; Quality of Life; *Self Actualization; Stereotypes

Older learners are often led into adult education by a quest for self-development and the wish to make meaning of the human experience. Adult educators should explore and appreciate the process of human development in the last stage. In old age there can be a merging of the knowledge of the body (life's stories) and of the spirit (developmental potential). The total population of persons over 65 is 31 million. Annually, 30 percent of the senior population participates in adult education courses. Educational gerontologists hesitate to stereotype older workers; they cannot always describe the "market." Older learners engage in three processes: learning and meaning making, learning and the shadow self, and learning and cognitive reordering. The adult educator can respond with greater understanding of the older learner in the following ways: (1) clearing the learning environment of stereotypical factors; (2) achieving a greater appreciation of all human development; (3) exploring the processes by which learners achieve integrity and joy; and (4) adopting curricula and experiences that enhance the learning potential of older adults. Guidelines for educators of older adults are as follows: (1) older persons should not be mythologized; (2) older adults need morale-building environments; and (3) responsive educators should listen to the intrapsychic voices of their clientele. (Samples of prose and poetry are included and 35 references are attached.) (NLA)

responsibilities of the Minnesota Board of Peace Officer Standards and Training (POST), higher education, and law enforcement agencies. Chapters 5-7 discuss higher education; current issues; salary, licensing, and employment data; and two surveys focusing on the current education level and desire for further education of peace officers. Chapter 8 includes a summary and recommendations. Appendices include information on financial aid and describe minority enrollments in peace officer programs; there are 103 references. The second publication presents suggested strategies for implementing recommendations to enhance the development of law enforcement as a profession through education. The third publication is an executive summary of the findings of the study reported in the first publication. (YLB)

ED 338 890 CE 059 629

Business Communications Curriculum Guidelines.
PUB DATE- Aug 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Business Communication; *Business Education; Business Skills; Clerical Occupations; Communication Skills; Competence; *Competency Based Education; Computer Software; *Course Content; Educational Resources; High Schools; Leadership Training; Secretaries; State Curriculum Guides; Student Leadership; Textbooks
IDENTIFIERS- *Washington

Based on recommendations of a committee of educators in Washington State, this curriculum guide provides a competency-based curriculum to be used as a resource for business education instructors preparing students to be employees who are effective communicators. The guide contains the following elements: an introduction with course title, course description, purposes of the course, course level (grades 10-12), and course length; suggested scope and sequence for accounting, secretarial, and office services and related courses; goals and student learning objectives (directional and language arts); competencies; suggested grading guidelines; and a curriculum outline. An appendix contains learning activities for professional/leadership development. The guide also contains 10 references, 33 suggestions for courseware, and 9 suggestions for computer software. (KC)

DESCRIPTORS- Adjustment (to Environment); Affective Measures; Attachment Behavior; Cooperation; Employee Attitudes; High Schools; Hygiene; *Interpersonal Competence; *Interpersonal Relationship; Job Skills; Leadership; Nonverbal Communication; Personality Traits; Psychomotor Skills; Thinking Skills; Time Management; Values; Verbal Communication; *Work Attitudes; *Work Environment; Writing Skills

This curriculum guide on interpersonal relations in the workplace give techniques for instructors to use in evaluating these skills in their students. Eighteen competencies are included in this guide: adaptability; attendance; attitude; communication (nonverbal); communication (verbal); communication (written); confidence; cooperation; enthusiasm; grooming; initiative; leadership; loyalty; maintenance; perseverance; reliability; tact; and time management. Each competency may include performance objectives, instructional activities/worksheets, instructional materials required, method of evaluation, and information sheets. Answer keys for the worksheets and evaluations are given. Transparency masters are provided for some of the units. (NLA)

NOTE- 265p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Collected Works - General (020)
DESCRIPTORS- *Counseling Techniques; Counselor Role; *Counselors; *Crime; Elder Abuse; Homicide; Incest; Rape; Stealing; *Victims of Crime; *Violence

This book provides counselors with a look at the effects of violence and offers strategies for assisting victims and survivors of that violence to cope, recover, and grow. Chapter 1 tells the story of a victim of sexual abuse. Chapter 2 examines the psychodynamics of trauma, including posttraumatic stress. Chapter 3 discusses effective therapies for trauma victims. In chapter 4 the special needs of victims of robbery are presented. Chapter 5 examines the issues related to assault. This topic is categorized according to elder abuse, ethnic violence, and hate/gay violence. Chapter 6 examines domestic violence, including a discussion of the battered woman syndrome. Chapter 7 discusses the sexual trauma of rape and incest. The special concerns of male rape victims and crisis intervention for adult survivors of incest are also addressed. In chapter 8, violence against children is examined in terms of both physical and sexual abuse. Chapter 9 looks at murder and the overall needs of homicide survivors. Chapter 10 examines cult, satanic, and ritual victims. Chapter 11 challenges counselors and others to serve the counseling needs of crime victims. Most chapters discuss issues related to crisis intervention, short-term counseling, and long-term counseling and include an overview chart of important counseling issues. Thirteen pages of references are included. (LLL)

students examine their own anger and their own tendencies toward violence. The fourth lesson examines the dangers of fighting or becoming involved in a violent incident. In the fifth lesson, students are introduced to the idea of conflict resolution and learn three basic ways to resolve conflicts. In the sixth lesson, students discuss the issue of gun control, including the second amendment to the Constitution. The seventh lesson looks at the philosophy of nonviolence, using the actions of Mohandas Gandhi and Martin Luther King, Jr. to illustrate the principles of nonviolence. In the final lesson, students work in small groups as task forces to develop violence prevention plans. For each lesson, information is included on the objectives of the lesson, the time required, an overview of the lesson, instructional strategies, a list of teacher materials and preparation, the procedure, evaluation methods, and follow-up suggestions. Necessary worksheet and supplemental materials are included. (NB)

ED 338 949 CG 023 760

Matiella, Ana Consuelo
Positively Different. Creating a Bias-Free Environment for Young Children.
PUB DATE- 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Child Caregivers; Children; *Cultural Awareness; *Cultural Differences; Elementary Education; *Elementary School Teachers; Ethnicity; Parents

This guide was written to provide elementary school teachers, parents and other caregivers of children up to the age of 10 with practical suggestions for creating a supportive, bias-free learning environment in the classroom or at home. The main focus of the book is on ethnic differences. Chapter 1 discusses why it is important to help children recognize, understand, and accept differences in themselves and others. Chapter 2 includes suggestions for preparing to implement a bias-free environment and discusses getting to know the children one works with and their families, understanding one's community, and anticipating cultural issues that might arise when talking about specific subjects. Chapter 3 pays careful attention to creating a physical environment where children can feel safe and at home. Chapter 4 discusses the more abstract elements of establishing a bias-free learning environment, including how to ensure an atmosphere of caring and respect, increase children's self-esteem through pride in themselves and their ethnicity and culture, and help them develop and practice critical thinking skills. Chapter 5 discusses what to do when prevention efforts do not prevent prejudice and discrimination. (NB)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Counseling; Counselor Characteristics; *Counselor Client Relationship; *Counselors; Fear
IDENTIFIERS- *Courage

Counseling is a professional field that requires as much or more courage than virtually any non-life-threatening occupation. In a fashion analogous to both the fire fighter or the police officer who is in direct physical danger, effective counselors must fortify themselves and prepare themselves as well as possible when they enter the unknown and unpredictable experience of each client interview. Courage for the counselor occurs along different dimensions than that needed in other "dangerous" fields of work. Counselors are challenged in emotional, psychological, and spiritual areas rather than the physical. If there is a set of fears about the counseling relationship, then there must be a corresponding set of "types of courage" that counselors need to combat these fears. Five primary categories of counselor courage include the courage to: (1) know who counselors are and what they are doing as counselors; (2) experience the lives of others; (3) implement those skills counselors have learned and practiced; (4) use those skills counselors have never learned and, perhaps never even heard about; and (5) admit that counselors do not know and trust the process of counseling. The necessary courage relates directly to the trust counselors need to place in their training, in their developed skills, and in themselves. (LLL) pregnancy prevention, school district instruction in human growth and development, medical assistance services, and making appropriations, are discussed. Part I notes that the Bills make changes in laws relating to: (1) human growth and development instruction; (2) reporting requirements for sexual intercourse or sexual contact involving a child under the child abuse reporting law; (3) medical assistance reimbursement for prescribed oral contraceptives; (4) provider guidelines under the HealthCheck component of Medical Assistance; and (5) patient education materials. Part II discusses committee activity, including assignment, summary of meetings, committee and council votes, and staff materials. Part III describes the bills. Part IV presents other committee action, which include recommendations to personnel of the Department of Health and Social Services, Department of Public Instruction, Adolescent Pregnancy Prevention and Pregnancy Services board, State Laboratory of Hygiene, and Governor and the Joint Committee on Finance. A bibliography of committee materials is included in the appendix. (80 references) (ABL)

NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Research; Elementary Secondary Education; English Teacher Education; Reading Programs; *Research Utilization; *Teacher Administrator Relationship; *Theory Practice Relationship; Writing for Publication; Writing Instruction

IDENTIFIERS- Miami University OH; *Teacher Researchers

Research verifies that successful reading and writing programs need administrative support. One way to get administrative support is for teachers to convince their administrators that they know what works best for children in their classroom. Teachers can help in moving from practice to research and can gain the support of their administrators by quoting research, doing and sharing research, writing for publication, recognizing excellence, changing the curriculum, and encouraging administrators. If funding is received at Miami University, for example, a project to develop and implement a program to prepare secondary English Education students to conduct classroom research will be undertaken. Wonderful things can go on in schools if thinking teachers and administrators communicate with each other, trust their judgment, and verify their practices through research. (RS)

ED 339 030 CS 212 909

Walters, Margaret Bennett

Robert Zoellner's "Talk-Write Pedagogy": Instrumental Concept for Composition Today.

PUB DATE- Mar 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discussion (Teaching Technique); Higher Education; *Questioning Techniques; Teaching Methods; Theory Practice Relationship; *Writing Instruction; *Writing Research
IDENTIFIERS- Composition Theory; Dialogic Education; *Talk Write Method; *Zoellner (Robert)

An examination of Robert Zoellner's "Talk-Write Pedagogy" (a dialog, written in 1969, about a student's inability to write what he meant) in the context of current composition theory and research demonstrates the cogency of his ideas for today. Zoellner contends that the "think-write" pedagogy has failed students because it demands that students internalize the rules of some abstract concept about what constitutes good writing, and causes them to write words for the teacher instead of for themselves. Zoellner bases his talk-write pedagogy upon the concept of modality and of intermodal transfer to explain how the reinforcement of one behavior or skill improves the performance of another. Writing should improve talk, and talk should improve writing. In the talk-write pedagogy, the teacher and student engage in a rapid exchange of vocal to scribal dialogue that allows the teacher to immediately reinforce successive and closer approximations to some desired behavior. Zoellner's dialogic pedagogy helps the student to create a unique voice and address real readers. Zoellner anticipated many of the concerns which composition theorists and researchers such as Lisa Ede, Andrea Lunsford, and Nancy Sommers are dealing with today. His ideas are still as cogent today as they were when he wrote them 21 years ago. (Twenty-eight notes are included.) (PRA)

suggest that dedicated media planning software helped to lift a significant part of the burden of repetitive calculations required in creating a complex multi-media plan, allowing more time for thinking through complex marketing problems and writing strategically sound plans. (Three tables of data are included.) (PRA)

ED 339 049 CS 507 624

Potter, W. James; And Others
The Three Paradigms of Mass Media Research.
PUB DATE- Aug 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, MA, August 7-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Higher Education; *Mass Media; *Media Research; *Models; Research Design; Research Methodology
IDENTIFIERS- *Research Trends

A study examined the mass media research literature to determine if there was a dominant paradigm in the field. The mass media research published in eight communication journals from 1965 to 1989 was content analyzed to identify paradigm, orientation (focus and theory), data (type, source, and sample), methodology (type and manipulation), and number of authors (e.g., single, or collaborative). Three paradigms were identified, but none was considered "dominant" in the (T. S.) Kuhnian sense. Results indicated that the social science paradigm accounted for over 60% of the studies, while the descriptive paradigm accounted for about 34%, and the critical paradigm less than 6%. (Three tables of data are included; 26 references are attached.) (Author/PRA)

*Theater Arts
IDENTIFIERS- *Drama in Education; Theater Research; United States

This survey report relates and analyzes the results of an exhaustive survey study of the status of theater in U.S. high schools. The report is divided into six sections. Part 1 is a general description or "snapshot" of the status of educational theater. Part 2 takes a look at the people who teach theater. Part 3 is an examination of theater in the high school classroom. Part 4 describes production facilities and activities. Part 5 employs an analysis of the survey findings to define and identify effective theater programs. Part 6 compares these 1991 findings with the findings of Joseph L. Peluso's 1970 study of the same subject. In addition, the report contains a section on how the survey was conducted and two short articles: "Laying the Foundation for a New School Theater" (Kent Seidel); and "Finding the Keys to Good School Theatre: Some Comments on the ETA Survey" (Burnet M. Hobgood). The report indicates the following results: (1) almost 90% of American high schools offer their students some kind of theater activity; (2) principals generally have a high opinion of the value of theater for students in classes and shows, but are less aware of the value for other students and for the school's standing in the community; (3) well over half of the theater teachers in U.S. high schools hold advanced degrees; and (4) students involved in educational theater tend to be disproportionately white and are rated as affluent. Fourteen figures are included. (PRA)

*School Restructuring; Standards; Student Evaluation
IDENTIFIERS- *British National Curriculum; United Kingdom

A historical overview of the development of the British middle school system is presented in this paper, with a focus on the impact of the national curriculum established by the Education Reform Act of 1988. Based on field observation, information is presented on curriculum, the role of head teachers and faculty, parental involvement, and student activities and assessment. Outstanding characteristics of the British middle school system include a grading system that amounts to a dialogue among teachers, students, and parents and the use of thematic teaching. Negative factors include the adverse effects of the national curriculum, visible in the emphasis on "parents as consumers" of education and the importance given to the meeting of various attainment targets, a new funding formula, and local school management which requires educators to assume many of the functions of business managers or accountants. Special focus is given to potential problems that may develop unless an equitable funding plan is developed. Appendices contain information on school assembly activities, discipline, thematic topics, and science class instruction. (22 references) (LMI)

ED 339 092 EA 023 462

Gaustad, Joan
Identifying Potential Dropouts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Dropout Characteristics; Dropout Rate; *Dropout Research; *Dropouts; *Potential Dropouts; Prediction; Secondary Education; Student Attrition; *Withdrawal (Education)
IDENTIFIERS- ERIC Digests

An overview of issues and problems in identifying and predicting dropouts is presented in this Digest. The topics discussed are as follows: factors associated with dropping out; defining and calculating dropouts; problems in prediction; the usefulness of current prediction models; and suggestions for improving prediction. The recommendation is made that educators not overlook the majority of potential dropouts who are not obviously "at risk." (9 references) (LMI)

NOTE- 52p.; For a related document, see EA 023 490.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Evaluation; Elementary Secondary Education; *Organizational Change; *Organizational Development; *School Based Management; School District Autonomy; *School Effectiveness; *School Organization; *School Restructuring; Teamwork

Restructuring schools has become a rallying cry among educators. It aims to create schools that are more centered on learner's needs for active, experiential, cooperative, and culturally connected learning opportunities supportive of individual talents and learning styles. This report is based on an early evaluation of the process of restructuring in 12 schools in the "Schools of Tomorrow...Today" (ST/T) project run by the New York City Teacher Centers Consortium of the United Federation of Teachers. The context for understanding school restructuring is related in terms of a set of building blocks that include: rethinking the curriculum and instruction in order to promote quality and equality for all students; recreating the structure of the school; and building partnerships, coalitions, and networks. The ST/T project initiated the building of work teams to initiate change. Changes in organizational structures and in student discipline procedures are two of the four categories addressed. Issues confronted in the process of restructuring schools concern: (1) inadequate resources; (2) relationships between personnel at all levels; and (3) organizational support needs. Early lessons include the relations between process and content, redefining success, building team relationships, and linking the team to the school. Conclusions and recommendations are given. (25 references) (RR)

ED 339 115 EA 023 492

Food Buying Guide for Child Nutrition Programs, Revised.
PUB DATE- May 90
NOTE- 161p.; For 1984 edition, see ED 255 527.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Breakfast Programs; Child Health; Elementary Secondary Education; Federal Programs; Federal Regulation; *Food Service; *Lunch Programs; *Nutrition; *Purchasing

Guidelines to help ensure that meals served under the National School Lunch and Breakfast Programs meet program requirements are provided in this booklet. Based on the latest federal regulations and meal pattern requirements, average yield information is presented on over 600 food items. Information is provided for calculating accurate quantities of food to purchase in order to meet meal pattern requirements and for making cost comparisons. Four charts, seven tables, yield data tables, and an index of foods are included. (LMI) initiators scored higher on the informal, meaningful, efficiency, and vision scales, and demonstrated a higher positive correlation with implementation scores. A conclusion is that the informal dimension should be included in the initiator profile to emphasize the "people" dimension of the principal's leadership style. Successful implementation of Project Link depends on team-building and leadership. Three tables and 14 figures are included. (13 references) (LMI)

ED 339 139 EA 023 573

Swanson, Austin D.
"Optimal" Size and Schooling: A Relative Concept.
PUB DATE- Oct 91
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; *Educational Economics; *Educational Finance; Elementary Secondary Education; Governance; *School District Size; School Effectiveness; *School Size

Issues in economies of scale and optimal school size are discussed in this paper, which seeks to explain the curvilinear nature of the educational cost curve as a function of "transaction costs" and to establish "optimal size" as a relative concept. Based on the argument that educational consolidation has facilitated diseconomies of scale, the economic concept of transaction costs is combined with the sociological concept of school culture to explain why small schools function better than expected. The impact of other social forces on school size--standards, available technology, and governance structures--are also described. A conclusion is that new patterns of governance and school organization render understandings about the relationships among school/district size, cost, and outcomes obsolete. (18 references) (LMI)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Autism; Behavior Change; Children; Clinical Diagnosis; Elementary Secondary Education; Family (Sociological Unit); Handicap Identification; *Intervention; Language Acquisition; Outcomes of Treatment; Parent Participation; Program Descriptions; *Research Projects; Research Reports; *Teaching Methods

This report summarizes research conducted by, or in collaboration with, the Division TEACCH (Treatment and Education of Autistic and related Communication handicapped CHildren) of the Department of Psychiatry in the University of North Carolina School of Medicine at Chapel Hill. The summaries contain bibliographic citations for published papers resulting from the research along with abstracts describing the research. The research summaries are arranged chronologically by date, from 1964 to 1990, with additional items in press listed at the end. Each of the over 250 research summaries is identified as belonging to one of 13 categories, namely: adolescence and adulthood, autistic characteristics, behavior management, biomedical, diagnostic assessment, family factors, language, parent involvement, teaching factors, autism theory, treatment model, treatment outcome, and general. (JDD)

Social Support Groups; Venereal Diseases

This parent guide and accompanying discussion guide were developed to help parents of children with mental handicaps learn how to teach their sons and daughters about relationships and sexuality. The book is written from the point of view that sexuality education involves three things: developing self-esteem, teaching social skills, and giving sexual information about bodies and feelings. It contains ideas that help parents to talk to their chid about body changes and sexual feelings and gives facts about varieties of sexual expression. It encourages parents to talk about sexual issues in the context of the family's values. The book contains chapters on making decisions about marriage, parenthood, sex without marriage, and birth control. It also offers facts about sexually transmitted diseases and sexual abuse. A section of additional readings lists 14 English-language items for parents, 22 English-language items for children and youth, 11 French-language items for parents, and 15 French-language items for children and youth. The accompanying discussion guide is designed to facilitate discussion by small groups of parents. It offers discussion points and group exercises for seven sessions which are correlated with chapters in the parent guide. (JDD) structure. "The Functions of 'hay' in Aklanon Narrative Discourse" by Sherri Brainard and Poul Jensen discusses the kinds of grammatical constructions in which this particle occur, where it is found in a text, what information is contained in it, and what functions such constructions perform. The final paper, "Sentence Types in Eastern Kadazan" by Hope M. Hurlbut, provides a description of the grammatical sentence in this Dusunic language using the tagmemic model. (MSE)

ED 339 200   FL 019 626

Otanes, Fe T., Ed.; Hale, Austin, Ed.
Studies in Philippine Linguistics, Volume 7, Number 1, 1988.
PUB DATE- 88
NOTE- 205p.; Published in one or two numbers per year.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Language; Cultural Traits; *Ethnic Stereotypes; *Ethnography; Foreign Countries; *Grammar; Interpersonal Communication; Language Research; Linguistic Theory; Parent Child Relationship; Uncommonly Taught Languages
IDENTIFIERS- *Cotabato Manobo; Magic; *Philippines

This collection contains three papers on the Cotabato Manobo language and culture and one on a variety of cultures. "Cotabato Manobo Grammar" by Harland Kerr is an extensive description of the grammar focusing on syntactic relationships within it. "Cotabato Manobo Ethnography" by Harland Kerr is a 1957 ethnographic study based on observations during a year of residence with this Philippine people. In "The Magic of the Cotabato Manobos" by Ross Errington, the practice, functions, and perceptions of magic among the Manobos is examined, and the need for functional substitutes as the culture changes, particularly with the growth of Christianity, is noted. "Ethnic Stereotypes: Their Role in Parent-Child Communication" by Renato Y. Pablo and R. C. Gardner reports a study of how parents and their children use stereotypical information about different ethnic groups, whether parent-child communication of stereotypes improves with age, and whether the communication process is influenced by factors such as ethnic group label and amount of stereotypical information. (MSE)

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bulgarian; *Contrastive Linguistics; Danish; English; Feminism; Form Classes (Languages); German; *Grammar; Language Research; Linguistic Theory; Nouns; Oral Language; *Phonology; Polish; Pronunciation; Second Language Learning; Second Languages; *Syntax; Uncommonly Taught Languages; Verbs; Vowels; Writing Processes; Written Language

Papers in this volume on contrastive linguistics include the following: "Auxiliaries in English and Danish" (Niels Davidsen-Nielsen); "On Tongue Twisters" (Wlodzimierz Sobkowiak); "On Derivational and Phrasal Adverbials of Manner" (James L. Wyatt); "Scrambling and the Polish Word Order. An Alternative Hypothesis" (Przemyslaw Tajsner); "Verbs of Sensory Cognition: A Contrastive Analysis of a Lexical Field in the Lexicon of Polish and English" (Roman Kopytko); "Phonostylistics and Second Language Acquisition" (Katarzyna Dziubalska-Kolaczyk); "A Contrastive Analysis of Object Control in English and German" (Christian Mair); "The Lexical Fields 'Broad/Thick' Analysed and Compared With Their German Counterparts 'Breit/Weit/Dick'" (Bernhard Diensberg and Annette Dell); "On the Contrastive Phonology of the Stressed Vowels in English and Bulgarian" (Andrei Danchev); "Aspiration in English and Polish: An Overview" (Piotr Ruszkiewicz); "The Complements of Perception Verbs in English and Polish" (Roman Kopytko); "Some Reflections on Ideas and Results of Feminist Linguistics" (A. I. Dorodnykh and A. P. Martyniuk); "On the Analysis of Modal Meanings in Spoken German of Native Speakers and Polish Learners" (Leszek Skibniewski); and "On Case Marking in Polish" (Ewa Willim). (MSE)

Hill, Brian; And Others
Making the Most of Satellites and Interactive Video. Technology in Language Learning Series.
PUB DATE- 91
NOTE- 58p.; For related documents, see FL 019 976-980.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Broadcast Television; Class Activities; *Distance Education; Educational Technology; Elementary Secondary Education; Foreign Countries; Glossaries; *Interactive Video; Language Skills; Language Teachers; Listening Skills; Oral Language; *Satellites (Aerospace); *Second Language Instruction; Teaching Methods; Writing Skills
IDENTIFIERS- *Authentic Materials

Possible applications of satellite television and interactive video in language teaching are described. Advice is given on how to set up, expand, and effectively exploit these technologies in the classroom. A variety of activities are suggested for developing listening, speaking, and writing skills at different levels. The guide concludes with a look at the future and some suggested guidelines to help teachers in purchasing new educational technologies and developing their use. Chapters include the following: (1) setting the scene (e.g., reasons for interest, problems in the use of authentic television, getting started or expanding); (2) exploiting authentic television in the classroom (e.g., news, advertisements, documentaries); (3) a user's view of authentic television in schools (e.g., research findings, implications of satellite television, recording and cataloging programs; (4) an eye to the future (e.g., receive and transmit, audio conferencing); and (5) "Interactive Video," by Michael Picciotto (e.g., benefits, the Nebraska Scale, commercial programs). A glossary is included. (LB)

October 19, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Accident Prevention; Administrator Responsibility; *Building Design; Campus Planning; *College Buildings; Colleges; *Fire Protection; Higher Education; *School Safety; Special Needs Students; Universities

An examination was made of five major campus fires between 1971 and 1983 in an attempt to better understand the fire hazards associated with the operation of a modern U.S. college or university campus. Overall research revealed a general lack of interest in campus fire safety by colleges and universities in the United States and Canada. Analysis of the five campus fires clearly revealed that in each instance it was possible to identify poor architectural advice which resulted in improper construction, protection, or use of the building. Furthermore, it was found that building codes often do not fully recognize the needs of the nontraditional and handicapped student in the event of a fire. It is crucial that the architect provide sound advice to the administrator in the designing of adequate construction and development of fire protection plans. Equally important is the need for the campus administrator to develop complete emergency preparedness plans, to institute a program of hazard recognition, and to control and monitor campus building use. Protection plans should: (1) assure the safety of all persons using the facilities; (2) assure the mission of the institution; and (3) minimize damage to the facilities. Contains 29 references. (GLR)

DESCRIPTORS- *Administrators; Comparative Analysis; Data Analysis; Degrees (Academic); Ethnic Groups; *Graduate Surveys; Higher Education; *Management Development; Professional Education; *Public Service; Values
IDENTIFIERS- Behavioral Assessment; *Professionalism

This working paper, part of an ongoing national study, presents preliminary analysis of public service professionalism among state public administrators in many states on the basis of data already produced by a continuing survey research project. Information about the data source and sample profiles are provided. Additionally, the research objectives for the paper are listed, and the questionnaire that was used to assess the research objectives is provided. The paper addresses the following questions: (1) What are the public service value orientations of MPA (Masters in Public Administration) and CPM (Certified Public Administration) graduates who are currently employed as state administrators? (2) What are the professional behavioral dimensions of these administrators? (3) What are the orientations of these administrators toward public Administration education? and (4) Do administrators with MPA/CPM education significantly differ from state administrators without compatible training/education? Results of the analyses are reported under the following headings: Value Orientations of MPA and CPM Graduates; Professional Behavioral Attributes among MPA and CPM Graduates; Public Administration Professionalism among MPA and CPM Graduates; and the Differences between the General Sample, MPA, and CPM Graduates. Contains 21 tables and 105 references. (GLR)

DOCUMENT RESUME
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RIE VOL.27 NO.4.
APRIL 1992

FROM:ED 339 282
TO:ED 339 737

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ED 339 282 HE 025 067

Woodhall, Maureen
Lending for Learning: Designing a Student Loan Programme for Developing Countries.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- 87
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Computers; Decision Making; Developing Nations; *Educational Economics; *Educational Finance; Educational Policy; Foreign Countries; Government School Relationship; Higher Education; Models; Policy Formation; Program Development; *Resource Allocation; *Student Financial Aid; *Student Loan Programs

This book presents information from the Commonwealth Ministers of Education's Ninth Conference in Nicosia, held in Cyprus in 1984, that addressed strategies to (1) increase resources for the development of education in developing countries, and (2) make better use of existing resources for educational needs. The book's main intent is to present some of the practical issues and choices that any authority contemplating setting up a student loan program must face, and to bring to the attention of policy makers the experience of student loan schemes already operating. Chapter 1 discusses the case for introducing student loan programs. Chapter 2 covers policy choices and contains discussions on policy decisions in designing a student loan programs including 10 crucial decisions and the advantages and disadvantages of different models. Chapter 3 shows how a computer model can be developed to examine the implications of alternative choices. Chapter 4 provides more details of actual experience, including experiences from both developed and developing countries and particularly highlighting activities in Colombia, Barbados, and Hong Kong as case studies of countries which have established student loan programs. Contains an 18-item bibliography. (GLR)

ED 339 283 HE 025 068

Overall, J. U.; And Others
Weekend College: Assessing the Reality and the Promise.
PUB DATE- 26 May 91
NOTE- 35p.; Paper presented at the National Conference on The Adult Learner (Columbia, SC, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Adult Programs; Adult Students; Colleges; Comparative Analysis; *Continuing Education; Curriculum Evaluation; Higher Education; Literature Reviews; Marketing; Private Schools; *Program Administration; Program Effectiveness; Public Schools; Services; *Student Development; *Teacher Participation; Universities
IDENTIFIERS- *Weekend College Programs

This paper examines Weekend College Programs at 11 public and private institutions of higher education in southern California during Academic Year 1990-91 from the following perspectives: student development and services; curriculum; faculty and instruction; administration; and marketing. From these perspectives the paper outlines what institutions see as the

ED 339 301 HE 025 086

Cooper, Joanne; Kempner, Ken
Lord of the Flies Community College: A Case Study of
Organizational Disintegration. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 17p.; Paper presented at the Annual Meeting of the
Association for the Study of Higher Education (Boston, MA,
October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Case Studies; *College
Administration; Community Colleges; *Conflict; *Culture
Conflict; Institutional Environment; Institutional Mission;
*Leadership Responsibility; *Organizational Change; Two Year
Colleges
IDENTIFIERS- *ASHE Annual Meeting; Lord of the Flies

This case study investigated the organizational culture of a Hawaiian community college and how it both contributed to and prevented organizational chaos during a period of change. The study made use of themes from William G. Golding's novel, "Lord of the Flies," to analyze the setting. The period of change started with the arrival of several top administrators from outside the community who brought a different organizational approach. The clashes between this group and the local group ultimately led five of the outside administrators to leave within 3 months forcing another type of organizational crisis. Data for the study were collected through archival sources and by a participant observer who conducted interviews and attended meetings. The study found that the conflicts between the values of the two groups and their inability to come together led to a disintegration of the organizational structure. The study concluded that: (1) higher education leaders must understand the role that culture plays in their organizations; (2) leaders must realize that though they are important they are only participants; (3) as participants they must recognize their moral obligations in a democratic society. Included are 15 references. (JB)

ED 339 302 HE 025 087

Creech, Sandra K.; And Others
The Direct Economic Impact of Texas' Expenditure on Public
Baccalaureate and Post Baccalaureate Education. ASHE Annual
Meeting Paper.
PUB DATE- Nov 91
NOTE- 26p.; Paper presented at the Annual Meeting of the
Association for the Study of Higher Education (Boston, MA,
October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Economic Impact; Educational
Economics; Educational Finance; *Higher Education; *State
Action; State Colleges; State Legislation; State Universities;
Statewide Planning; Tax Allocation
IDENTIFIERS- *ASHE Annual Meeting; *Texas

This study sought to quantify economic impacts associated with Texas state expenditures on higher education by (1) quantifying the reduction in Texas' economic activity associated with reduced spending by the private sector due to taxes levied for

ED 339 320 HE 025 105

Malaney, Gary D.; Shively, Michael
Academic and Social Expectations and Experiences of First-Year Students of Color. ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 91
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Attitude Change; *College Freshmen; Educational Environment; Ethnic Groups; Expectation; Higher Education; Interviews; Social Integration; Student Alienation; *Student Attitudes; Student Development; *Student Experience; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; *University of Massachusetts

This study examines the relative stability and change in ethnic students' (Asian, Black, and Hispanic) social and academic expectations during their first year at the University of Massachusetts. The paper investigates how students' expectations were met by their actual experiences and whether students of different racial or ethnic categories differ in both their expectations and experiences. Given that the quality of students' first-year experience is an important factor in retention, this study provides further data to assist in the understanding of the phenomenon. Results of interviews (n=377) are provided from random samples of first-year students of six racial/ethnic categories early in their first semester of college and again at the end of their second semester. Analysis suggests that students of different racial backgrounds arrive at college anticipating different levels of academic success and levels of fitting in socially, and that, by the end of the first year, their expectations change in response to experiences. Contains 53 references. (Author)

ED 339 321 HE 025 106

Milem, Jeffrey F.
The Role of College Peer Groups and Faculty Reference Groups in the Development of Student Attitudes Toward Race. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 91
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Higher Education; Peer Influence; *Racial Attitudes; School Role; Sex Differences; Social Environment; Social Organizations; *Student Attitudes; Teacher Role
IDENTIFIERS- *ASHE Annual Meeting

This study examined the role of colleges and universities, particularly faculty environment and student social groups, in shaping the attitudes of students about race. Specifically, the study analyzed the relative importance of the effects of the peer environment, the environment created by faculty, and student involvement in a variety of college experiences in the

ED 339 339 IR 015 259

Parker, Judy; Kristofferson, Clara
The Media and You...A Working Relationship.
PUB DATE- Jul 88
NOTE- 17p.; For related documents, see IR 015 256-258.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Broadcast Journalism; *Communication Skills; Educational Administration; Elementary Secondary Education; Field Interviews; Interpersonal Communication; *Interviews; *News Media; News Reporting; *Public Relations; School Districts

This collection of guidelines for the Kent School District (Washington) Management Team addresses ways to develop good communication skills and interpersonal communication as they apply in interviews with broadcast journalists, members of the news media, and other public relations agencies. Specifically mentioned are: the development of personal and professional contacts; guidelines for keeping credibility with the media; guidelines for good press relations; preparing a news release; how to control the release of negative information in news reporting; strategies for interview techniques; hints for television interviews; and suggestions for effective television presentations. Also provided is a list of the news departments and assignment desks of Seattle (Washington) television and radio stations with their addresses and telephone numbers. (DB)

ED 339 340 IR 015 279

Stallard, Charles K.
Implementing Smart School Technology at the Secondary Level.
PUB DATE- 91
NOTE- 14p.; Paper presented at the Annual Convention of the National School Boards Association (51st, San Francisco, CA, April 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Computer Networks; Computer Software; *Databases; Distance Education; Educational Change; *Electronic Classrooms; Electronic Mail; Individualized Instruction; Information Technology; Local Area Networks; Microcomputers; Multimedia Instruction; Secondary Education; Teleconferencing
IDENTIFIERS- *Hampton City School District VA; *Smart Schools

This paper describes the characteristics of "smart schools" and offers guidelines for developing such schools. Smart schools are defined as having three features: (1) they are computer networked via local area networks in order to share information through teleconferencing, databases, and electronic mail; (2) they are connected beyond the classroom to other schools and organizations in the city, region, state, and world; and (3) they are adaptive to serve teachers, administrators, and students and provide artificial intelligence and neural network technologies. The computer hardware, software, and networking for a pilot project in Bethel High School in Hampton, Virginia, are described and information services, electronic resources, obstacles, administration, and plans for the future are

ED 339 357 IR 015 306

About METNET: Montana Educational Telecommunications Network and Chapter 622, Laws of Montana, 52nd Legislature, 1991.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Budgeting; *Computer Networks; Continuing Education; *Distance Education; Elementary Secondary Education; Higher Education; Information Dissemination; Public Libraries; Public Schools; School Districts; State Government; *State Legislation; State Programs; Technical Education; *Telecommunications
IDENTIFIERS- *Montana Educational Telecommunications Network; Star Schools

The first of two sections of this report is a brochure which provides a description of METNET, the Montana Educational Telecommunications Network, which is designed to provide instructional and educational course work for K-12 students and students enrolled in units of the Montana University System, vocational-technical centers, and community colleges; instructional and professional development training for teachers and others involved in education; and telecommunication capabilities to schools, state agencies, subdivisions of state government, and public libraries. The brochure also provides brief descriptions of the METNET BBS (electronic bulletin board system) and how to participate in it; inservice training; local area networks; wide area networks; and the Star Schools program. The second section presents Chapter No. 622, the state legislation that provides for the establishment of the network. The act outlines the following: (1) the purpose of the legislation and the aims of the network; (2) agency cooperation and responsibilities; (3) fee collection and disposition for operational costs; (4) apportionment of costs; (5) definition of and revenue for state equalization aid; (6) purpose of state equalization aid and duties of the board of public education for distribution; and (7) appropriations, repealer (of Section 20-7-1001, MCA), and effective date. (DB)

ED 339 358 IR 015 308

Audiovisual Equipment in Educational Facilities Today. AVE in Japan No. 29.
SPONS. AGENCY- Japan Audio-Visual Education Association, Tokyo.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Audiotape Recorders; *Audiovisual Aids; Comparative Analysis; Elementary Secondary Education; Foreign Countries; Longitudinal Studies; Microcomputers; National Surveys; Projection Equipment; Public Libraries; Questionnaires; Tables (Data); *Use Studies; Video Equipment
IDENTIFIERS- *Japan

This report summarizes a 1989 update of a 1986 survey on the diffusion and utilization of audiovisual media and equipment in Japan. A comparison of the two reveals the advancements in types of audiovisual equipment available to schools and social

ED 339 375 IR 053 827

Shubert, Joseph F., Ed.; Josey, E. J., Ed.
Clarifying and Defining Library Services.
PUB DATE- 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; American Indians; Democracy; Information Services; *Library Networks; *Library Services; Literacy; Productivity; Public Libraries; *User Needs (Information)
IDENTIFIERS- *Governors Conference Library Info Service; Iroquois (Nation); New York; *White House Conference Library Info Services

This issue presents articles which, in some way, help to clarify and define library services. It is hoped that this clarification in library service will serve to secure the resources libraries need to serve the people of New York. The following articles are presented: (1) Introduction: "Clarifying and Defining Library Services" (Joseph F. Shubert); (2) "The Democratic Heritage for This and New Generations" (Mario M. Cuomo); (3) "Libraries and the Learning Society, or Great Expectations" (Thomas Sobol); (4) "Clarifying and Defining Library Services" (Fernando Ferrer); (5) "The New York and White House Conferences on Library and Information Services: How Will They Affect Public Policy and Services?" (Peter R. Young); (6) "On Being Atavistic, Computerate and a Literary Beach Bum: An Argument on Behalf of the Past" (William Kennedy); (7) "Libraries and the Reformation of Higher Education" (H. Patrick Swygert); (8) "Libraries and Educational Reform: Access Is Ownership" (Geoffrey Marshall); (9) "The Role of Libraries in a Diverse State" (Lucille C. Thomas); (10) "Surveying the Landscape" (Joshua Cohen); (11) "What Is at Stake at the White House Conference" (Richard C. Wade); (12) "Libraries in Cities" (R. Kathleen Molz); (13) "Following Dewey's Paths" (Walter Cooper); (14) "Native American Libraries and Their Library Systems in New York State" (Joseph F. Shubert); (15) "The Seneca Nation Libraries" (Ethel E. Bray and Midge Stock); (16) "Why Public Library Districts?" (Joseph Eisner); (17) "Report and Recommendations of the 1991 New York State Library Visiting Committee"; and (18) "Report of the Governor's Conference on Library and Information Services." (MAB)

ED 339 376 IR 053 828

Townsend, Catherine M.
School Library Media Programs in South Carolina: A Statistical Look.
PUB DATE- 88
NOTE- 16p.; Pages containing statistics (6 pages) will reproduce marginally because of filled/blurred letters and numbers. Prepared for the Annual Conference of the South Carolina Association of School Librarians and the Conference of the Association of Educational Communications and Technology of South Carolina (March 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

ED 339 395 IR 053 851

Ossi, Kathy J.
Periodical Usage in a Small Liberal Arts Library: A Case Study.
PUB DATE- Mar 91
NOTE- 98p.; Master's Research Paper, Kent State University. Some figures have faint type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Libraries; Access to Information; Bibliographic Databases; Case Studies; Higher Education; *Liberal Arts; *Library Collections; Optical Data Disks; *Periodicals; Research Libraries; Special Libraries; Technological Advancement; User Needs (Information); *Use Studies
IDENTIFIERS- InfoTRAC; University of Findlay OH

The information needs of a small liberal arts library whose curriculum does not support a science or technology research program will differ from the information needs of a major research institution. Likewise, periodical usage will also differ with the two types of libraries. This investigation examines the patterns of periodical usage identified by studies conducted at research libraries, science libraries, technical libraries, special libraries, and by one small liberal arts library. But, these patterns of usage established by prior studies do not reflect today's technological innovations. Patron access to CD-ROM periodical indexes does affect how research is conducted and to what extent a collection is used. The usage data compiled for Shafer Library's "benchmark" investigation quantitatively identifies how its liberal arts periodicals collection is used. The data both confirm and reject the patterns of periodical usage established in the literature by prior studies, and, for administrators, justify the expense of purchasing CD-ROM indexes because collection usage improves dramatically. Spreadsheets displaying data on the periodicals collection, current subscription titles, and titles indexed by INFOTRAC are appended. (30 references; 10 figures/tables) (Author/MAB)

ED 339 396 IR 053 852

Brattin, Barbara C.
Quantitative Methods in Library and Information Science Literature: Descriptive vs. Inferential Statistics.
PUB DATE- May 91
NOTE- 42p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Content Analysis; *Information Science; Library Science; *Mathematical Models; Research Methodology; *Research Reports; Scholarly Journals; *Statistical Inference; Statistics; *Trend Analysis

Content analysis was performed on the top six core journals for 1990 in library and information science to determine the extent of research in the field. Articles (n=186) were examined for descriptive or inferential statistics and separately for the presence of mathematical models. Results show a marked (14%) increase in research for 1990, including a sharp rise in the use of descriptive statistics, and a slight decrease in the use of inferential statistics since 1985. While the highest inferential use was shown by "College and Research Libraries," the highest use of descriptive statistics, mathematical models,

ED 339 414 JC 910 553

Collective Bargaining Agreement between the Board of Trustees of Community College District No. 3 and the Olympic College Association for Higher Education, Affiliated with the Washington Education Association and the National Education Association, July 1, 1988 to and Including June 30, 1991.
PUB DATE- 88
NOTE- 43p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Teacher Dismissal; Teacher Promotion; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- National Association of Teachers; National Education Association; *NEA Contracts; Olympic College WA

The collective bargaining agreement between the Board of Trustees of Community College District No. 3 and the Olympic College Association for Higher Education is presented. This contract, covering the period from July 1, 1988 through June 30, 1991, deals with the following topics: bargaining agent recognition; a savings clause; association rights; nondiscrimination; faculty rights and benefits (e.g., academic freedom, personnel files, individual contracts, application of tenure, termination of employment, faculty screening procedure, faculty handbook, transportation compensation, copyrights and patents, facilities and support services, and due process); compensation; grievance procedures; no strike clause; recognition of rights and functions of the employer; and scope and duration of the agreement. Appendixes provide information on leaves, compensation, the faculty salary schedule, a supplementary salary schedule, workload standards, teaching academic employees, counseling academic employees, learning resources academic employees, reduction in force, and the procedure for granting tenure and for dismissal. (JMC)

ED 339 415 JC 910 554

A Negotiated Agreement between Tacoma Community College Federation of Teachers and Tacoma Community College, District XXII.
PUB DATE- 88
NOTE- 73p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Full Time Faculty; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; Part Time Faculty; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Tacoma Community College District 22 WA

The collective bargaining agreement between the Tacoma Community College Federation of Teachers and Tacoma Community College, District XXII is presented. This contract, covering the period

ED 339 432 JC 910 571

Eggers, Patricia
Part-Time, Off-Campus Instructors: A Support Program for Improving Teaching Effectiveness.
PUB DATE- Apr 90
NOTE- 47p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (70th, Seattle, WA, April 22-25, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Collegiality; Community Colleges; Evaluation Methods; Guides; Instructional Effectiveness; Instructional Improvement; Interprofessional Relationship; Learning Theories; *Part Time Faculty; *Professional Development; *Teacher Evaluation; *Teacher Improvement; *Teaching Methods; Two Year Colleges

In spring 1986, Lincoln Land Community College (LLCC) initiated a program to provide part-time, off-campus instructors with the professional support required to improve teaching effectiveness. The plan involved training 14 "master teachers" to function as evaluators of part-time, off-campus instructors. Master teachers have a minimum of 5 years of "successful" teaching experience (i.e., they received excellent/superior ratings on student and administrative evaluations). During the academic year, each part-time, off-campus instructor is visited by an evaluator with expertise in the evaluatee's discipline. The evaluator rates the observed teaching behaviors and prepares a summary of the instructor's teaching strengths and weaknesses. After the evaluation, the evaluator confers with the evaluatee to construct a plan for teaching improvement. Following a review of the program, the bulk of the paper consists of seven sections with guidelines for improving instructional effectiveness in the classroom. These sections include: (1) "On Excellence in Teaching"; (2) "Creating a Climate for Learning"; (3) "Effective Classroom Observation Techniques"; (4) "Motivating Students"; (5) "The Feedback Lecture," including strategies for teaching listening and notetaking skills, sample discussion questions, and lecture outlines; (6) "Effective Discussions," reviewing affective learning objectives, and tactics for questioning and promoting student participation; and (7) "The Question," including methods for developing probing questions and tactics for fielding student responses and student questions. (PAA)

ED 339 433 JC 910 574

Mendoza, Jose
Mathematics, Engineering, Science and Achievement: Pre-College Program for Minority Students. Glendale Community College Report for 1990-91 Educational Year.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Awards;

ED 339 448 JC 920 011

Report for Florida Community Colleges: The Fact Book, 1990-91.
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment Trends; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; *School Statistics; State Surveys; Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Florida

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present. Next, the report presents statistical tables on the state's community college students, covering: (1) fall 1990 headcount enrollment summary by ethnicity and gender; (2) 1989-90 full-time equivalent (FTE) enrollment by college, term, discipline, and program; (3) annual FTE by term for each year from 1985-86 through 1989-90; (4) annual headcount enrollment in vocational programs, supplemental and apprenticeship courses, adult general and community instructional services programs; (5) student acceleration; (6) degrees and other formal awards in 1989-90; and (7) available vocational programs. The next series of tables provides salary data for instructional and non-instructional personnel, and information on the number of college employees by sex and ethnicity in fall 1990. Finally, financial data are presented on the system's beginning balance, revenues, expenditures, and costs of instruction and support programs. A glossary of terms, the names of the system board of directors and various other system personnel, and a list of the system colleges and their addresses are included. (JMC)

ED 339 449 JC 920 012

Student Enrollment Data and Trends in the Public Community Colleges of Illinois, Fall 1991.
PUB DATE- Jan 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Transfer Students; *Community Colleges; Comparative Analysis; Course Selection (Students); Credit Courses; *Enrollment; *Enrollment Trends; Full Time Students; Minority Groups; Part Time Students; Public Colleges; State Surveys; *Student Characteristics; *Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

In 1992, a study was conducted on statewide enrollment trends and student characteristics in Illinois public community colleges. The study analyzed fall 1991 enrollments by college, full-/part-time status, sex, ethnic origin, age, student level, first-

ED 339 468 PS 020 051

Jose, Paul E.
Family Correlates of Children's Type A Behavior.
SPONS. AGENCY- Loyola Univ., Chicago, Ill.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anger; Competition; *Elementary School Students; Family Environment; *Family Influence; Intermediate Grades; Leadership; *Parent Attitudes; *Parent Child Relationship; Parents; *Personality Traits; Primary Education; Questionnaires; *Type A Behavior
IDENTIFIERS- *Child Behavior; Ego Resiliency; Matthews Youth Test for Health

This study examined the relation of parenting style and parents' personality to children's Type A behavior pattern. Teachers rated 38 second- through fifth-grade children on the Matthews Youth Test for Health (MYTH), which was used to measure children's Type A behavior. Two subscale scores, leadership-competitiveness and impatience-aggression, were derived from the MYTH ratings. Parents of 19 of the children completed 7 scales which measured family cohesiveness and parents' Type A personality, Type A attitudes, anger, and perceptions of their child's distractibility and ego resilience. Results indicated that: (1) Type A children were perceived by their parents as having ego resilience; (2) parental Type A personality was not associated with children's MYTH scores; (3) fathers' Type A personality was negatively correlated with children's leadership subscale score; and (4) parents' anger was not associated with children's MYTH scores. These results were unexpected. Other results indicated that family cohesiveness was associated with leadership and children's MYTH scores were associated with family Type A behavior. Children's leadership was associated with parental Type A behavior and attitudes. Mothers' traits and behaviors predicted children's Type A profile more strongly than did fathers'. A list of 10 references is included. (BC)

ED 339 469 PS 020 052

Eddy, J. Mark
The Coercion Model of Antisocial Behavior: Generalization to 5-Year-Old Children and Their Parents.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; *Discipline; *Kindergarten Children; *Parent Child Relationship; *Parent Influence; Parenting Skills; *Parents; Primary Education
IDENTIFIERS- Child Behavior; *Coercive Behavior; Monitoring

This study examined the relation of inept parental discipline, poor parental monitoring, and children's coercive behavior to children's antisocial behavior. Subjects were 78 girls and 94

ED 339 488 PS 020 092

Clements, Mari
The Impact of Marital Functioning on Children's Peer Relations: An Interactional Study.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Childhood Attitudes; Divorce; Emotional Adjustment; *Family Environment; Fathers; *Marital Satisfaction; Parent Child Relationship; *Parent Influence; *Peer Relationship; Play; *Young Children
IDENTIFIERS- *Emotional Distress

The relationship between marital distress and children's level of functioning was examined in a study in which children were observed in peer and family interactions. Couples were considered distressed if both partners scored below the mean on the Marital Adjustment Test. The subjects were members of five families with distressed couples and eight families with couples that were not distressed. All families included a child between the ages of 3.5 and 6 years. Parents and children were seen together in a family session; parents were then seen in a marital session and children in a 30-minute, in-school, free-play session with friends. The interactions in the free-play session were coded to measure the quality of the child's peer relations. Although the expectation that children of families with distressed couples would evidence disruptions in peer relations was only partially supported, children of nondistressed parents were able to engage in higher levels of play than were children of distressed parents. However, children whose fathers were less happy in their marriages received more positive attention from their peers. Further research is recommended. (LB)

ED 339 489 PS 020 093

Foyle, Harvey C.; And Others
Cooperative Learning in the Early Childhood Classroom. NEA Early Childhood Education Series.
PUB DATE- 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Classroom Techniques; Communication Skills; Cooperation; *Cooperative Learning; Decision Making; *Early Childhood Education; *Educational Environment; Group Activities; Interpersonal Competence; Learning Readiness; Peer Teaching; Play; *Self Esteem; Social Integration; Teacher Role; *Teamwork; Young Children

In this book, the methodology of cooperative learning, defined as the teaching strategy that involves children's participation in small group learning activities that promote positive interaction, is applied to early childhood education. The book contains the following chapters: (1) A Rationale for Cooperative Learning with Young Children, which covers

ED 339 506 PS 020 112

Swick, Kevin J.; And Other
Toward an Evaluation Framework for Statewide Parent Education.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Conference of the Midwestern Association for the Education of Young Children (Des Moines, IA, April 17-20, 1991). Typed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Delivery Systems; Evaluation Criteria; *Family Programs; Parent Child Relationship; *Parent Education; Parenting Skills; Pilot Projects; Preschool Children; Preschool Education; *Program Evaluation; Public Policy; Research Methodology; *School Readiness; State Programs; *Statewide Planning; Success; Toddlers
IDENTIFIERS- *South Carolina

Ways to approach the evaluation of South Carolina's Parent Education Program are examined. The program's purpose is to improve children's school success by strengthening the family, particularly during the children's first 5 years. Program goals are to: (1) demonstrate effective methods of parent training and support that will enable parents to excel in their role as the principle teachers of their preschool children; (2) develop and coordinate appropriate services based on the growth and development of the child; (3) improve the education, skills, and employment of parents; and (4) assure preschool developmental screening for all children whose families are served. Pilot projects of the program are guided by several key components, including parent training, parent and family services, literacy training and other forms of adult training, and developmental screenings. The application of Jacob's five-level program evaluation design in combination with other methodologies for the evaluation of South Carolina's program provides an example of the way in which a statewide assessment framework might emerge. Needs assessment, common delivery systems, parent and family support, interagency collaboration, staff training, and a focus on at-risk families are common evaluation methods. The need for pilot project evaluations to focus on descriptive data is noted. Strategies to ensure that all components are integrated into an effective design are suggested for longitudinal evaluations. Contains 10 references. (LB)

ED 339 507 PS 020 114

McCormick, Penelope G.; Olson, David R.
Quechua Children's Theory of Mind.
SPONS. AGENCY- Ministry of Education, Quebec (Canada).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; American Indians; Beliefs; *Cognitive Structures; *Concept Formation; Cultural Context;

ED 339 526 PS 020 143

Gellert, Sandra
Who Should Care for Infants and Toddlers? A Family Day Care Perspective.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 11-13, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; Child Development; Educational Environment; *Educational Quality; *Family Day Care; Family Environment; *Infants; Learning Experience; Preschool Education; *Toddlers; *Training
IDENTIFIERS- Accreditation Standards; Age Appropriateness; Childrens Foundation DC; National Association for Family Day Care; *Quality Indicators

This discussion concerns the advantages and disadvantages of using family day care, the most widely used form of day care in the United States. Advantages are that family day care providers generally: (1) accept younger infants than do centers; (2) are often conveniently located; (3) often have flexible hours; (4) provide home-like environments; (5) communicate directly with parents; (6) provide excellent learning environments; (7) provide greater individuality of care than do centers; and (8) are usually cheaper than centers. In regulated centers, providers and children benefit from the Child Care Food Program. Disadvantages are: (1) It is difficult to find high quality family day care; (2) Family day care providers usually have less training in child development than those in centers; (3) High child-staff ratios are a problem in some areas; (4) There is a high turnover rate; and (5) Zoning problems are prevalent. Several ways of overcoming the disadvantages and improving the quality of family day care are discussed. The Accreditation of the National Association for Family Day Care was developed to provide a means for examining the provider's care in terms of indoor safety, health, nutrition, interaction with children, indoor and outdoor play environments, and professional responsibility. Family day care associations that provide training and support for providers are discussed. A list of six references is appended. (GLR)

ED 339 527 PS 020 144

Hochman, Jane D.; Sampson, Margaret
Lessons Learned in Creating Early Intervention Partnerships: A Retrospective Look at Planning and a Prospective Look at Implementation.
PUB DATE- Dec 91
NOTE- 13p.; Paper presented at the Biennial National Center for Clinical Infant Programs National Training Institute (7th, Washington, DC, December 6-8, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Early Intervention; Family Programs; Parent Education; Preschool Education; *Program Development; *Program Implementation; State Agencies; *Technical Assistance

ED 339 545 PS 020 189

Mac Iver, Douglas J.
Helping Students Who Fall Behind: Remedial Activities in the Middle Grades. Report No. 22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; Grade 8; Junior High Schools; *Mathematics Achievement; Middle Schools; Peer Teaching; Program Effectiveness; *Reading Achievement; *Remedial Instruction; *Remedial Programs; Summer Schools; Tutoring
IDENTIFIERS- Hopkins Enhancement Survey; *Middle School Students; National Education Longitudinal Study 1988; Pullout Programs

Data from the National Education Longitudinal Study of 1988 (NELS:88) and the Hopkins Enhancement Survey of NELS:88 Middle Grades Practices were used to examine the prevalence and antecedents of different types of remedial activities in the middle grades. Data were also used to estimate the effects of remedial activities on the mathematics and reading achievement of public school students who had fallen behind in school. Usable data were obtained from over 1,000 schools. Results indicated that pull-out programs, after- or before-school coaching classes, peer tutoring, and summer classes were the most common types of remedial activity. The probability of a school offering a particular type of remedial activity was moderately dependent on the school's geographic region, the socioeconomic characteristics of the student population, and whether the school was public or private. Remedial activities that provided students with substantial extra instruction were effective in raising achievement test scores. Peer tutoring, and before- or after-school classes, were not effective in raising test scores. A list of 13 references is provided. (BC)

ED 339 546 PS 020 191

Pusci, Lucio, Ed.
Primary Education in Europe: Evaluation of New Curricula in 10 European Countries.
PUB DATE- 90
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Compulsory Education; Cooperation; *Curriculum Development; *Curriculum Evaluation; Curriculum Research; *Educational Change; Educational Objectives; Elementary Education; Teacher Education
IDENTIFIERS- *CODIESEE; Europe (South); Europe (Southeast); UNESCO

This publication presents information on the primary education systems of the 10 countries that make up the UNESCO subregional network for South and Southeast Europe, which is called Cooperation in Research and Development for Innovation in Education in South and Southeast Europe (CODIESEE). An introductory section discusses: (1) the sociocultural background of European school systems; (2) the extent of compulsory education in the CODIESEE countries; (3) objectives and trends in primary education in CODIESEE countries; and (4)

ED 339 563 RC 018 390

Warner, Linda Sue
Red Women, White Policy: American Indian Women and Indian Education.
PUB DATE- Jun 91
NOTE- 12p.; Paper presented at the Women and Society Conference (Poughkeepsie, NY, June 7-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; Community Leaders; *Educational Policy; Elementary Secondary Education; *Federal Indian Relationship; *Females; *Leadership; Role Models; *Women Administrators

This paper discusses American Indian educational policies and implications for educational leadership by Indian women. The paper begins with an overview of federal Indian educational policies from 1802 to the 1970s. As the tribes have moved toward self-determination in recent years, a growing number of American Indian women have assumed leadership roles and become more visible as role models. This behavior reflects the traditional position of Indian women as role models for children in their own and extended families. In a descriptive study of 115 Indian women in management positions, over half of the subjects were managers in educational settings. These women showed wide diversity on several demographic characteristics. Nevertheless, American Indian women continue to suffer from stereotyping in the larger society and are often seen as "the Indian" in a non-Indian situation. Success for Indian women today is dependent on learning how to take the best from both worlds. The growth and success of tribally controlled community colleges during the 1980s has provided the opportunity for American Indian women to move into policy-making positions in Indian communities. In addition, federal policy now recognizes the critical role that parents, particularly mothers, play in the growth and education of their children. (SV)

ED 339 564 RC 018 392

Parrett, William H.; Hartsock, Jerry
Implementing Global Studies Curriculum through International School-to-School Partnerships.
PUB DATE- Mar 90
NOTE- 8p.; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *Curriculum Development; Elementary Secondary Education; *Exchange Programs; Intercultural Communication; *International Educational Exchange; Nondiscriminatory Education; *Sex Fairness
IDENTIFIERS- Alaska; *Alaska Sister Schools Network; Pacific Rim

Alaska's geographic position at the crossroads between East and West and heavy trade with Japan have sparked widespread interest among Alaskans in education about Pacific Rim countries. In 1985 the Alaska Sister Schools Network was formed by the Alaska Department of Education and the University of Alaska, Fairbanks, to create opportunities for Alaskan students

ED 339 582 RC 018 427

Rose, Janice; And Others
On the Move: Migrant Education 1989-90.
PUB DATE- Aug 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; Educational Needs; Elementary Secondary Education; *Migrant Children; *Migrant Education; *Migrant Programs; Program Administration; Program Effectiveness; *Program Evaluation; Second Language Learning; Special Needs Students; State Agencies
IDENTIFIERS- *Colorado

During the 1989-90 school year 14 local migrant education projects, conducted by 5 Colorado school districts and 9 Boards of Cooperative Educational Services (BOCES), served 1,500 migrant students in 579 schools. In the summer of 1990, of 13 migrant education projects, 4 were conducted by Colorado school districts and 9 by BOCES. Summer programs were administered in 18 schools and served 2,142 students. Both regular year and summer programs served a predominance of interstate migrant students. The projects offered assistance to migrant students to help them succeed in a regular school program, attain grade level proficiency, and improve their achievement in basic skills. The progress of the students was measured with norm-referenced and criterion-referenced tests. Results indicate that, though variable across grade levels, reading and math programs had improved the achievement levels of participants. The level of improvement in these areas, however, did not meet the Colorado state program objectives. Of the four state objectives for regular year programs, only one was met: migrant staff satisfaction with educational and health records remained 100 percent. Summer programs have met two of the four objectives; i.e., the number of students' secondary credits accured more than quadrupled, and staff satisfaction with records remained 100 percent. Recommendations for the 1990-91 program were listed. This document contains numerous data tables and figures. (LP)

ED 339 583 RC 018 433

Chi, Peter S. K.; And Others
Research on Migrant Farmworkers in New York State.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.; Milbank Memorial Fund, New York, N. Y.
PUB DATE- Sep 91
NOTE- 240p.; Some papers were presented at the National Conference on Migrant and Seasonal Farmworkers (Buffalo, NY, April 29-May 2, 1991). Several papers have been submitted to or published in professional journals.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Agricultural Laborers; Drinking; Economic Opportunities; *Economic Status; *Health Conditions; Health Education; *Life Style; Literature Reviews; Mental Health; Migrant Health Services; *Migrant Housing; *Migrant Workers; Poverty; *Quality of Life; Research Methodology; Sociocultural Patterns
IDENTIFIERS- *New York

ED 339 600 SE 052 469

Algebridge. Concept Based Instructional Assessment.
PUB DATE- 90
NOTE- 382p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Algebra; Cognitive Development; *Concept Formation; Critical Thinking; *Diagnostic Teaching; Diagnostic Tests; Evaluation Methods; Mathematical Concepts; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Misconceptions; Problem Solving; Secondary Education; Secondary School Mathematics
IDENTIFIERS- *Algebridge; *EQuality Project

Students who study algebra are more likely to attend college than those who don't. A major hurdle for students in studying algebra is the transition from arithmetic to algebra. In response to overcoming this hurdle, the College Board and Educational Testing Service has developed "Algebridge," a teaching supplement that integrates assessment and instruction in a student-centered approach, focusing on understanding concepts, not memorizing algorithms. Each unit uses a four-step approach to diagnose and correct student misconceptions. The steps are to "assess" whether a student understands a particular concept by administering the Instructional Assessment, "discuss" with students the given idea while scoring the assessment seeing where misunderstanding lies, "instruct" to clear up conceptual misunderstandings and fill in knowledge gaps using practice sheets and suggested activities and "reassess" using the Follow-up Assessment. The units include: (1) Fractions in Expressions and Equations; (2) Pattern Recognition and Proportional Reasoning; (3) Meaning of Negative Numbers; (4) Constructing Numerical Equations; (5) Attacking Word Problems Successfully; (6) Concept of Variable; (7) Concept of Equality and Inequality; and (8) Operations on Equations and Inequalities. Each unit includes assessment instruments and practice sheets particular to the concepts discussed. The answer key to separate reassessment instruments are included in the answer section of each unit. (MDH)

ED 339 601 SE 052 510

Swetz, Frank, Ed.; Hartzler, J. S., Ed.
Mathematical Modeling in the Secondary School Curriculum.
PUB DATE- 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Enrichment Activities; *Mathematical Applications; *Mathematical Enrichment; *Mathematical Models; Mathematics Education; Mathematics Instruction; Problem Solving; Secondary Education; *Secondary School Mathematics; Trigonometry
IDENTIFIERS- BASIC Programing Language; Graphing (Mathematics)

Over the past 10 years, national conferences and committees

ED 339 616 SE 052 735

Zawojewski, Judith S.; And Others
Dealing with Data and Chance. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 5-8.
PUB DATE- 91
NOTE- 71p.; For other titles in this series, see SE 052 429, SE 052 560, SE 052 588-589, and SE 052 682 and SE 052 750. For the document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; Curriculum Development; *Curriculum Enrichment; Curriculum Guides; *Data Analysis; *Data Collection; *Enrichment Activities; Integrated Activities; Intermediate Grades; Junior High Schools; Learning Activities; Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Middle Schools; *Problem Solving; Teaching Methods; Thinking Skills
IDENTIFIERS- Connections (Mathematics); *NCTM Curriculum and Evaluation Standards

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics" provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. The document not only addresses what mathematics students should learn but also how they should learn it. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. Activities have been field tested by teachers to ensure that they reflect the realities of today's classrooms. The "Dealing with Data and Chance" booklet of the 5-8 series examines the rapidly changing role of data and chance in middle school mathematics and provides illustrations that can be used for instruction in these topics. Each illustration is made up of series of activities that build on how people naturally use their understanding of data and chance in their daily experiences. The major section of the book, chapters 1 through 5, use classroom activities to illustrate five themes: (1) data gathering by students; (2) communication; (3) problem solving; (4) reasoning; and (5) connections. (MDH)

ED 339 617 SE 052 750

Froelich, Gary W.; And Others
Connecting Mathematics. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 9-12.
PUB DATE- 91
NOTE- 69p.; For other titles in this series, see SE 052 429, SE 052 560, SE 052 588-589, SE 052 682, and SE 052 735. For the document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Analytic Geometry; Classroom Techniques; Curriculum Development; Data Analysis; Discovery Learning; Educational Technology; Enrichment Activities; Evaluation Methods;

ED 339 637 SO 021 439

Justice. Law in a Free Society Series. Level VI. Teacher's Guide. Second Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 90
NOTE- 97p.; For corresponding Student Text, see SO 021 438. For other items in series, see SO 021 436-441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; High Schools; *Justice; *Law Related Education; *Problem Solving; Skill Development; Social Problems; Social Values; Student Educational Objectives; Teaching Methods; Values Education

This teacher's curriculum guide is designed to help high school teachers guide students to develop a better understanding of difficult issues raised by questions of justice. It is hoped that the ideas, observations, questions, and procedures students learn in the curriculum will help them to make informed decisions about how to promote justice and combat injustice in their own lives and the world around them. For each of the 15 lessons, the guide provides an overview, objectives, materials needed, and teaching procedures. An introduction discusses the rationale for the Law in a Free Society Program, the organization of the Justice Curriculum, the use of intellectual tools in analyzing issues of justice, program components, and helpful hints for conducting class discussions. The 15 lessons are organized into four units. Unit 1, What is Justice, includes (1) Why divide issues of justice into three categories? and (2) How do our nation's founding documents promote justice? Unit 2, What is Distributive Justice?, contains (3) How can intellectual tools be used to analyze issues of distributive justice? (4) A problem of distributive justice: who should get the airline pass? and (5) What other values and interests should be considered when dealing with issues of distributive justice? Unit 3, What is Corrective Justice?, features (6) What is the first intellectual tool useful in making decisions about issues of corrective justice? (7) What other intellectual tools are useful in making decisions about corrective justice? (8) What responses can we make to wrongs and injuries? (9) How would you solve these problems of corrective justice? and (10) What response would you recommend in this case about ethics in government? Unit 4, What is procedural justice?, presents (11) What intellectual tools can help you evaluate issues of procedural justice? (12) What other values and interests should be considered in determining whether procedures are fair? (13) Is procedural justice always important? and (14) How do you balance the goals of procedural justice with other interests of our society? The 15th lesson is a program review, Are there situations which raise issues in all three categories of justice? (DB)

ED 339 638 SO 021 440

Responsibility. Law in a Free Society Series. Level VI. Third Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

ED 339 657 SO 021 591

Readings for Teachers of United States History and Government.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Educational Resources; Grade 11; Grade 12; High Schools; *Reading Materials; Teachers; *United States Government (Course); *United States History
IDENTIFIERS- *California

An annotated list of readings is suggested for high school teachers of U.S. history and geography at grade 11 and for teachers of courses in the principles of democracy at grade 12. The list was designed for use in California where the 11th grade curriculum emphasizes 20th century U.S. history and the 12th grade concentrates on the institution of U.S. government and the comparison of different styles of government in the world today. Although the bibliography was prepared for use by California teachers, teachers from around the United States and other parts of the world might find it a useful resource. Among principles of selection for the list were: each book must be germane to the subject at hand; each must deal with a significant aspect of the subject; and each must be interesting and readable. The reading list has six sections: historical fiction, biography and autobiography, contemporary public affairs, books about education, U.S. history, and European and world history. (DB)

ED 339 658 SO 021 600

Gascoigne, Toss; Collett, Peter
Antarctica: Discovery & Exploration.
PUB DATE- 87
NOTE- 124p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Elementary Secondary Education; Environment; Foreign Countries; *Geographic Regions; Global Approach; *Instructional Materials; International Cooperation; Physical Environment; *Scientific Research; Social Studies
IDENTIFIERS- *Antarctica; *Explorers

An examination of Antarctica, from the first sightings to the heroic explorations of the late 18th and early 19th centuries to modern-day research, is presented in this book. Twelve chapters are as follows: (1) The search begins; (2) Whalers and sealers: bites and nibbles; (3) The new continent: first sight; (4) Wintering: the first party; (5) Exploration on land begins; (6) Coping with the basic problems; (7) Amundsen and Scott: the race for the Pole; (8) Shackleton: the survivor; (9) Mawson: the scientist-explorer; (10) The modern era; (11) Living and working in Antarctica: the new explorers; and (12) The future. A number of suggested activities are listed at the end of each chapter. Photos, maps, and illustrations appear throughout the

ED 339 680 SP 033 341

Pugach, Marleen C., Ed.; And Others
Changing the Practice of Teacher Education. The Role of the Knowledge Base.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Feb 91
NOTE- 221p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Change Strategies; College School Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; Liberal Arts; Multicultural Education; *Preservice Teacher Education; Program Design; *Teacher Education Curriculum
IDENTIFIERS- *Knowledge Base for Teaching; Professional Development Schools

This volume seeks to address the problem of how the vast landscape of information relative to the knowledge base for beginning teachers can be included in teacher education programs. Results are reported of several projects sponsored by the EXXON Education Foundation and carried out by members of the American Association of Colleges for Teacher Education. These projects attempted to redesign and revise teacher education programs based on the up-to-date and current knowledge base. Nine chapters are included: "Reconceptualizing the Knowledge Base for Teacher Education" (Henrietta L. Barnes); "The KBBT Knowledge Base for Beginning Teachers and the Preparation of Teachers for Contemporary American Society: An Unmatched Set?" (Marleen C. Pugach and Brenda H. Leake); "Identifying a Knowledge Base for Teaching Multicultural, Multilingual Students: An International Study" (Leonard C. Beckum, And Others); "Alternative Conceptions of Academic Knowledge for Prospective Elementary Teachers" (Frank B. Murray); "Institutional Considerations in Initiating Change in Teacher Education" (Henrietta L. Barnes); "Case One: A Collaborative Structure for Institutional Change in Teacher Education" (Suzanne H. Pasch, Marleen C. Pugach, and Richard G. Fox); "Case Two: The Role of an External Consultant in Fostering Faculty Development" (Joyce Putnam); "Case Three: Change Through Comprehensive Deliberation in a Large Multipurpose Institution" (Henrietta L. Barnes); "Case Four: Building on Faculty Commitment in a Small, Liberal Arts College" (Shirley Richner). (IAH)

ED 339 681 SP 033 342

Bauer, Norman J.
Professional Development Schools. Initiating a Conversation.
PUB DATE- 26 Apr 91
NOTE- 21p.; Paper presented at the Spring Conference of the Confederated Organizations for Teacher Education (Syracuse, NY, April 25-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Educational Change; *Educational Principles; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *School Role; Teacher Education Curriculum; Theory Practice Relationship
IDENTIFIERS- Holmes Group; *Professional Development Schools

This paper attempts to provide: (1) a clear mental image of the concept of a professional development school (PDS); (2) a clear

ED 339 699 SP 033 499

Reyes, Ray
The Ten Commandments for Teaching: A Teacher's View. Reference and Resource Series.
PUB DATE- Oct 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Discipline; Elementary Secondary Education; Fundamental Concepts; Relevance (Education); *Teacher Attitudes; Teacher Expectations of Students; *Teacher Improvement; *Teacher Morale; *Teacher Student Relationship; *Teaching (Occupation); Teaching Skills
IDENTIFIERS- *Child Centered Education; *Positive Attitudes; Student Centered Assessment

This publication is intended to serve as an ongoing source of teaching fundamentals benefiting aspiring teachers as well as those who periodically feel something is missing from their day-to-day teaching. It also acts as an aid to teachers in order to improve their skills, jobs, and lives. The text suggests student-centered teaching methods and is organized into 10 sections. The first nine commandments (sections) are quick, easy reading, and directly related to teaching. The Tenth Commandment comprises the key portion of the text and assists in executing the first nine. It also addresses a teacher's personal life, which is tightly interwoven with one's career. The commandments are Thou Shalt: (1) Remember that We're in It for the Children; (2) Remember that Discipline Precedes Learning; (3) Demonstrate the Relevancy of Learning; (4) Dangle the Carrot High; (5) Remember that Precious Stones Come from the Most Unlikely Rocks; (6) Remember that the Little Things Make a Big Difference; (7) Erase All Question Marks Thoroughly; (8) Remember that the Exceptional Teacher Is Always Learning; (9) Not Underestimate the Power of Communication; and (10) Remember that a Positive Attitude Is Your Most Important Possession. A course evaluation form is appended. (LL)

ED 339 700 SP 033 530

A Compilation of Federal Education Laws. Volume I--General Provisions--As Amended through May 31, 1991. Prepared for the Use of the Committee on Education and Labor, U.S. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- Jun 91
NOTE- 182p.; Serial No. 102-H. For Volumes II, III, and IV, see ED 338 383, ED 331 441, and ED 334 422.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Discrimination; *Civil Rights Legislation; Educational Finance; *Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Aid; *Federal Legislation; *Federal Programs; Higher Education; Racial Integration; School Desegregation; Sex Discrimination; Social Discrimination; Student Transportation
IDENTIFIERS- *Department of Education; Dependents Schools; National Center for Education Statistics

A compilation of 11 federal laws that pertain to education is presented. The following are included: (1) Department of

ED 339 718 TM 017 553

Tatsuoka, Kikumi K.
Boolean Algebra Applied to Determination of Universal Set of Knowledge States.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Aug 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; *Classification; Cognitive Processes; Equations (Mathematics); *Error Patterns; *Item Response Theory; *Knowledge Level; *Mathematical Models; Misconceptions; *Student Reaction
IDENTIFIERS- Boolean Algebra

Diagnosing cognitive errors possessed by examinees can be considered as a pattern classification problem that is designed to classify a sequential input of stimuli into one of several predetermined groups. The sequential inputs in this paper's context are item responses, and the predetermined groups are various states of knowledge resulting from misconceptions or different degrees of incomplete knowledge in a domain. In this study, the foundations of a combinatorial algorithm that will provide the universal set of states of knowledge will be introduced. Each state of knowledge is represented by a list of "can/cannot" cognitive tasks and processes (cognitively relevant attributes or latent variables) that are usually unobservable. A Boolean descriptive function is introduced as a mapping between the attribute space spanned by latent attribute variables and the item response space spanned by the item score variables. This function uncovers the unobservable content of a "black box." Once all possible classes are retrieved explicitly and expressed by a set of ideal item response patterns described by a "can/cannot" list of latent attributes, the notion of bug distributions and statistical pattern classification techniques will enable the accurate diagnosis of students' states of knowledge. Moreover, investigations on algebraic properties of these logically-derived-ideal-response patterns will provide insight into the structures of the test and dataset. There are 11 references and three illustrative tables. (Author/SLD)

ED 339 719 TM 017 554

Koubek, Richard J.; Mountjoy, Daniel N.
Toward a Model of Knowledge Structure and a Comparative Analysis of Knowledge Structure Measurement Techniques.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 1 Sep 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clerical Workers; *Comparative Analysis; *Measurement Techniques; *Models; *Multidimensional Scaling
IDENTIFIERS- *Structure of Knowledge

A proposed model of human knowledge structure was studied, beginning with an operational definition of knowledge structure. A battery of available knowledge structure measurement techniques was used to detect structure differences between two experience level groups in the domain of clerical strengths and weaknesses of the Weekend College format, and reports these institutions' evaluations of their own experiences to date. Key issues that are addressed include: (1) the compatibility of different types of courses with the weekend format; (2) the availability of weekend academic and support services; (3) the development of faculty support and participation; and (4) the adaptability of sequential and non-sequential course scheduling patterns. Tables summarize both the types of weekend services available and the various scheduling models used by the surveyed institutions. Marketing issues such as pricing and promotion are considered. The report finds that, properly designed and implemented, the Weekend College format is being successfully instituted by an increasing number of colleges and universities. Contains an 18-item bibliography. (Author/GLR)

ED 339 284 HE 025 069

Anderson, Joel E.
Public Service Units at UALR: Directions and Organization.
PUB DATE- Aug 90
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; College Faculty; Concept Formation; Continuing Education; Higher Education; Institutional Cooperation; *Organizational Change; Planning; *Public Service; Research; *School Community Relationship; *School Organization; School Role; Social Responsibility; Teacher Participation
IDENTIFIERS- *University of Arkansas Little Rock

This report discusses the conceptual framework and the decisions involved in the development of the directions and organizational structure of the Research and Public Service (RAPS) unit at the University of Arkansas, Little Rock (UALR). Fundamental considerations, such as the official authorization for UALR's public service role and questions concerning organizational structure are reviewed. Also, the history of the Industrial Research Extension Center and RAPS is provided, followed by a discussion of the current organization of RAPS, which consists of: the Center for Research and Public Policy, the Center for Arkansas Initiatives, the Center for Business Development, and the Center for Life-Long Education and Professional Development. Organizational options are examined, as well as recommended changes in the RAPS structure that include the development of the Economic Development Institute, the Arkansas Small Business Development Center, the Institute of Government, and developments involving continuing education. Finally, a review is presented of the current and future operational issues regarding public service in relation to faculty, charging for services and products, internal policy and procedure review, determining the agenda of public service units, the responsibility for academic unit/public service unit cooperation, marketing the organization, and space and facilities. Contains a 73-item bibliography. (GLR)

ED 339 285 HE 025 070

Marshall, Patricia L.
Juxtaposing Steele's Thesis on the African-American Student and Pre-Service Education Majors' Concerns about Teaching Diverse Students.

higher education; and (2) quantifying the increase in Texas' economic activity associated with the expenditure of state tax funds for higher education. The study used a series of economic models to analyze input/output and benefit/cost. In particular equations were developed for the areas of income (or gross state product), payroll, and employment for use with data from "The Almanac of Higher Education: 1989-90", the "1988 Federal Tax Manual", the Texas Higher Education Coordinating Board, the Texas Comptroller of Public Accounts, the Census Bureau, the Department of Education, the Department of Commerce and the "1988 Texas Annual Financial Report." Results found that the state received an additional $1.13 in economic activity for every dollar invested in the public higher education industry in Texas. In addition, the study showed a net gain of $1,068 million in state income, a net gain of $345 million in state payrolls, and a net gain of 13,779 jobs. Included are 19 references. (JB)

ED 339 303 HE 025 088

Nordin, Virginia Davis
Civility on Campus: Harassment Codes vs. Free Speech. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 26p.; Paper taken from "Free Speech, Academic Abstention and the Harassment of Conservatives: an Analysis of Competing Interests on Campus" and presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Civil Liberties; Civil Rights; Codes of Ethics; Conflict; Educational Environment; *Freedom of Speech; Higher Education; Racial Relations
IDENTIFIERS- *ASHE Annual Meeting; Hume (David); Minnesota; Politeness

In response to the resurgence of racial incidents and increased "gay-bashing" on higher education campuses in recent years, campus authorities have instituted harassment codes thereby giving rise to a conflicts with free speech. Similar conflicts and challenges to free speech have arisen recently in a municipal context such as a St. Paul ordinance applied to a cross burning incident recently upheld in the Minnesota Supreme Court. However, these conflicts with free speech on campuses also raise issues of academic freedom complicated by the traditional academic abstention doctrine. This concern for civility is not new, in particular, the Politeness Movement established by philosopher David Hume had a lasting and broad impact on academic culture. In the current debate central questions include whether free speech is really free if one side is too intimidated to speak, what the responsibility of the university is to guarantee free speech and whether there should be an academic-pedological exception to free speech guarantees. The constitutional protection of free speech relates essentially to the rights of the citizen, but the scholar on campus is in a special position defined more accurately by academic freedom than free speech. (JB)

ED 339 304 HE 025 089

Ekstrom, Ruth B.

process of socialization as it relates to changes in student's attitude toward race. Data were derived from four earlier studies conducted between 1985 and 1989. Among the study's findings were the following: (1) women were more likely to be committed to issues of racial awareness than men, and race determined commitment level to these issues; (2) faculty environment and its effects did affect students' attitudes though more profound effects were facilitated by interactions with other students (e.g., membership in a fraternity or sorority served as a negative predictor of commitment to the goal of helping to promote racial understanding); and (3) college activities found to be negative factors included watching television and using a personal computer, while positive activities included participation in racial/cultural awareness workshops, enrollment in ethnic or women's studies classes, socializing with someone of a different racial/ethnic group, and discussion of political/social issues. Contains 17 references. (GLR)

ED 339 322 HE 025 107

Nelson, Glenn M.; Hughes, Sean
Departments of Higher Education and Educational Administration: Their Effect on the Study of Administration. ASHE Annual Meeting Paper.
SPONS. AGENCY- Buhl Foundation, Pittsburgh, Pa.
PUB DATE- Nov 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Centralization; Curriculum Development; Department Heads; *Departments; *Educational Administration; Enrollment; *Higher Education; Interviews; Mergers; Organizational Change; Program Administration; Program Budgeting; Program Evaluation
IDENTIFIERS- *ASHE Annual Meeting

Interviews with university and college department chairs or persons responsible for existing educational administration and higher education programs evaluated the effects of a merged structure (combining the two programs) on the study of administration. Sixteen universities were visited and program heads were interviewed. Identified advantages of combined programs included: better ability to keep control of the budget; better ability to keep control of student admissions; and a possible greater amount of faculty interaction with other programs and availability of more course offerings. Disadvantages were more often mentioned, and included: loss of recognition for higher education; lack of support for graduate students; lack of faculty; and lack of program control over its own budget. Budget control and losing control of admissions were the most often cited disadvantages. Several programs (n=21) that had reported being reorganized since 1982 were also examined. Overall findings showed no general positive response to curricular matters, and also no adverse effect on the study of administration could be determined from the reorganization or mergers. Contains 10 references. (GLR)

ED 339 323 HE 025 108

Olsen, Deborah; And Others

discussed. Strategies are also suggested for implementing smart schools elsewhere. The appendix outlines the premises that underlie smart school development and lists characteristics of future students, teachers, and administrators in such schools. (DB)

ED 339 341 IR 015 280

Thorkildsen, Ron; Lowry, William H.
Determining the Differential Effect on Math Achievement of Levels of Implementation of a Videodisc-Based Program with Regular and Mildly Handicapped Students.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Aptitude Treatment Interaction; *Computer Assisted Instruction; Grade 5; *Interactive Video; Intermediate Grades; *Learning Disabilities; Mainstreaming; Mathematics Instruction; Pretests Posttests; *Program Implementation; Special Education

A study was conducted to determine if different levels of implementation of an interactive videodisc-based instructional program in mathematics differentially affected the academic achievement of regular students and students with disabilities in mainstreamed classrooms. The videodisc program was designed to be controlled by a teacher in group instruction. Thirty-eight students with disabilities who normally receive mathematics instruction in a resource room, received the majority of instruction in a regular classroom. Additional instruction was provided to these students by resource room teachers using the interactive video program. Seventy-one regular education students and 38 resource students received video-based instruction in 9 fifth grade classrooms. Students were classified as high-achievers, low-achievers, and low achievers with special needs (resource students). Students were administered a criterion-referenced pretest and posttest. Data were also collected on the amount of extra help received by the resource students and on level of implementation. Teachers were divided into high, average, and low implementors of the program. The results of a two-way analysis of the covariance showed statistically and educationally significant differences in implementation level and type of student. There was also a statistically significant interaction between implementation level and type of student. This suggests that there is a strong relationship between the level of implementation and student achievement. (9 references) (Author/DB)

ED 339 342 IR 015 281

Taylor, Josie
Programme on Learner Use of Media: Annotated Bibliography. PLUM Paper No. 1.
PUB DATE- 91
NOTE- 206p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; *Distance Education; Educational Radio; Educational Technology; *Educational Television; Evaluation; Foreign Countries; Higher Education; Instructional Design; Interactive Video; Mass Media Use; Media Selection; *Multimedia

education facilities in Japan which have developed in only 3 years. An outline of the equipment questionnaire and the utilization questionnaire reveals an average 95% response rate, or a combined total of 21,273 responses. Analyses of the responses revealed that schools are better equipped than social education facilities, with diffusion rates differing according to the technology: 16-mm projectors, slide projectors, still cameras, overhead projectors, radios, televisions, video cameras, videotape recorders, audiotape recorders, and record players. Diffusion rates are also presented according to facility: kindergartens, elementary schools, junior high schools, senior high schools, public halls, prefectural libraries, municipal libraries, youth nature centers, youth houses (residential), youth houses (non-residential), and women's education centers. Utilization findings indicated that audiotape recorders and television were used in schools, while 16-mm movie projectors and audiotape recorders were used in social education facilities. Additionally, the use of microcomputers was shown to have increased at all levels. Data are also reported for teacher utilization, degree of utilization, utilization by subject matter or courses, and participation in training courses. A discussion of the local production of instructional materials concludes the report. (9 figures; 12 tables) (DB)

ED 339 359 IR 015 309

Lee, Rohama; And Others
Film News Index: 1947-1981.
PUB DATE- Aug 91
NOTE- 801p.; Edited by Elizabeth D. Liddy and Eileen Allen. Annotations by Students in the Fall 1990 Class in Indexing and Abstracting in the School of Information at Syracuse University.
LANGUAGE- English
EDRS Price- EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Film Criticism; Filmographies; *Film Study; History; Indexes; Indexing; *Periodicals
IDENTIFIERS- *Film Reviews

This Film News Index is an index to the 16mm nontheatrical film reviews and film history that were published in "Film News" over almost four decades, as well as an index to the location of the full reviews and articles in their original version. The Film News Index is composed of four sections: (1) Film Reviews, which provide film title, date, producer and/or director, whether in black and white or color, film length in minutes, citation from "Film News," and an annotation; (2) Articles, which provide the article title, author, citation from "Film News," associated films, and an annotation; (3) a subject index; and (4) a name index. The subject and name indexes provide detailed access to the titles in the film reviews and articles sections. The subject index describes the contents of the reviews and articles themselves or the audiences for whom the films were intended, while the name index lists individuals and organizations involved in the production and distribution of the theatrical film, as well as those who contributed to the history and advancement of this art form. Each film review and article was assigned an average of four or five index terms, thereby facilitating user access. Cross references were also added to further facilitate access. The index is introduced by a historical discussion of "Film News" and the nontheatrical film as well as a publication analysis of "Film News." (DB)

DESCRIPTORS- Budgets; Comparative Analysis; Elementary Secondary Education; *Learning Resources Centers; Library Acquisition; Library Collections; Library Expenditures; Library Standards; *Library Statistics; *Media Specialists; School Libraries
IDENTIFIERS- Information Power (AASL AECT); *South Carolina

This report presents statistical comparisons of South Carolina library media centers. Statistical data from the publication "Information Power," the Basic Educational Data System (BEDS) Reports, and the South Carolina School Directory were manipulated to derive the following measures for each school district: (1) secondary library media center (LMC) budgets on a per pupil basis; (2) average school population and average secondary population; (3) ratio of school library media specialists (SLMSs) per school; (4) average seating per LMC; and (5) collection size on a per pupil basis. In addition to this data, information is provided on where each district school library media program fits into the state-wide picture. The paper concludes by suggesting strategies for making use of these statistics within individual library media centers. Lists of district statistics are appended that also provide district-wide figures for the following areas: number of high schools; secondary budgets; books per pupil; seating capability; number of total schools; total Average School Populations (ASPs); percentage of rural schools; and the SLMS ratio. An additional list provides ranked statistical information on the seating capacity of the LMCs; books per students for the total district; SLMS ratio across the district; and secondary LMC budgets. (4 references) (MAB)

ED 339 377 IR 053 829

Stam, David; And Others
Commission on Preservation and Access Review and Assessment Committee. Final Report.
PUB DATE- 26 Sep 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Archives; Futures (of Society); *Library Materials; *Preservation; Program Evaluation; Public Agencies; Records Management

This final report of the Review and Assessment Committee reviews the 5-year history of the Commission on Preservation and Access, a private, nonprofit organization that works through existing institutions and groups to foster, develop, and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary record in all formats, and to provide enhanced access to these records. The first two of four sections in this report present an assessment of progress in preservation in the nation over the past 5 years, a discussion of the continuing need for preservation activities, and the major issues of the future of preservation. The third section reviews and assesses the role of the commission, with particular attention to the identification of those areas of preservation in which the commission can be most effective in promoting the interests of the national library and archival community. The fourth section presents 20 recommendations for directions the commission should take in the future. (MAB)

ED 339 378 IR 053 830

Stevenson, Condict Gaye

and overall research appeared in the "Journal of the American Society for Information Science" (JASIS). The conclusion is made that library and information science as a discipline continues to move rapidly forward in building a theoretical framework, with library science providing the empirical data to information science to develop theoretical models. (13 references) (8 tables/figures) (Author/DB)

ED 339 397 IR 053 853

Diamond, Timothy R.
Adult Biography Reviews in "Booklist": Have the Subjects Changed in Twenty Years?
PUB DATE- May 91
NOTE- 40p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adults; *Biographies; *Book Reviews; Content Analysis; Ethnicity; Longitudinal Studies; Periodicals; Publishing Industry; Sex Differences; *Trend Analysis

All adult biographies reviewed in "Booklist" in 1960 through 1964 and 1987 through 1989 were examined to see if the gender, racial or ethnic background, geographic setting, and occupation of the subjects changed over time. A total of 879 reviews from the 1960s and 1,103 reviews from the 1980s were examined. The analysis shows that subjects of biographies published and reviewed in the 1980s were nearly the same as those published and reviewed in the 1960s. In the 1960s, biographical subjects were 80% male, 94% white, and 52% from the United States. In the 1980s, 73% of the subjects were male, 89% were white, and 67% were from the United States. Women, minorities, and foreigners were underrepresented in the 1960s as well as the 1980s. The leading occupations in both decades were politics and writing. The subjects of reviewed biographies in "Booklist" were most likely to be white male politicians or authors living in the United States. Subjects from outside the United States were also likely to be politicians. A female subject was more likely to be the wife or mistress or mother of a famous man than to be involved in politics. African-American subjects were involved primarily in sports and music. Hispanics and Native Americans each made up less than 1% of the total in both decades. These figures will be of concern to librarians who intend to implement the objectives of the American Library Association's Minority Concerns Policy. (30 references; 10 tables) (DB)

ED 339 398 IR 053 854

Humphrey, Guy W.
Development of a Core Collection Guide to Ohio Genealogical Materials.
PUB DATE- 91
NOTE- 69p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Family History; *Genealogy; *Guides; Information Sources; Library Collection Development; *Library Collections; Library Materials; *Public Libraries; User Needs (Information)
IDENTIFIERS- *Ohio

The public library must meet the needs of the community and the patrons it serves. One area of need is for genealogical from September 1, 1988 to June 30, 1990, deals with the following topics: the purpose, definitions, and conditions of the agreement; union rights and responsibilities; management rights and responsibilities; union-management relations; academic employee compensation and fringe benefits; contract year and load; calendar; academic employee personnel practices; full-time academic employee seniority; full-time employee retirement; grievance procedures; academic employees' tenure, reduction-in-force, and dismissal procedures; and conditions and duration of the agreement. Appendixes provide the full-time and part-time academic employee individual employment agreement forms, a job description, a calendar, and a tentative advising-registration schedule. (JMC)

ED 339 416 JC 910 555

Agreement between the Board of Trustees of Community College District VIII and the Bellevue Community College Association of Higher Education, September 1, 1989--August 31, 1991.

PUB DATE- 89

NOTE- 63p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Full Time Faculty; Governance; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; Part Time Faculty; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- Bellevue Community College WA; National Education Association; *NEA Contracts

The collective bargaining agreement between the Board of Trustees of Community College District VIII and the Bellevue Community College Association of Higher Education is presented. This contract, covering the period from September 1, 1989 to August 31, 1991, deals with the following topics: definitions; board recognition of the Association; bargaining procedures; status of the agreement; rights of management; faculty participation in college governance; Association rights; faculty rights with respect to working environment, legal protection, due process, nondiscrimination, safety, personnel files, materials ownership, academic freedom, professional development, tuition fee waivers, grievance procedures, retirement, and other provisions; absence and leave provisions; personnel policies related to employment and selection processes, initial salary placement, promotion, tenure, evaluation of probationary and tenured faculty, dismissal, and reduction in force; workload and faculty responsibilities; salaries and benefits; no strike/no lockout; and the duration of the agreement. Appendixes provide criteria used for faculty evaluation; the tenure review process; a 1989-90 calendar; memoranda of understanding regarding class size and professional development; forms for faculty self-evaluation, peer evaluation, and administrator evaluation; forms for student evaluation of lecture/discussion, lab/clinical, counselors, and librarians; and a summary evaluation form. (JMC)

ED 339 417 JC 910 556

Agreement by and between the Board of Trustees of Community

College Bound Students; *College Preparation; *College School Cooperation; Community Colleges; Engineering Education; Higher Education; High Schools; High School Students; *Minority Groups; Peer Teaching; Scholarships; *Science Careers; Science Education; State Programs; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Arizona; *Mathematics Engineering Science Achievement Prog

The Mathematics, Engineering, Science, and Achievement (MESA) pre-college program was developed and implemented at Glendale Community College (GCC) in 1984. GCC's program is part of a statewide effort in Arizona to increase the number of under-represented minority students who complete high school with a foundation in mathematics, science, and English so that they can enter and graduate from college in a math/science-based field. Coordinated at three postsecondary sites (GCC, the University of Arizona, and South Mountain Community College), the program involves over 500 students from 10 high schools in the state. Aside from providing participating students with a special high school curriculum of college-preparatory courses, the MESA program includes peer tutoring; field trips; guest speakers from math/science related fields; incentive scholarships; recognition awards; and student development workshops and seminars. A faculty advisor from each high school recruits and selects students for the program by examining test scores, interviewing the students, reviewing faculty and counselor recommendations, and considering parental requests. The operational costs for the program at GCC are provided by industry and corporate contributions, while administrative costs are covered by in-kind contributions from both GCC and the local high schools. Program findings include high levels of persistence in the MESA program and high levels of college enrollment by MESA students. A review of GCC program activities for the 1990-91 school year; data tables detailing the characteristics of students enrolling in the program since 1984; college enrollment statistics; and a curriculum guide are included. (PAA)

ED 339 434 JC 910 576

Lynch, Robert; And Others
Community College Involvement in Contract Training and Other Economic Development Activities.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 66p.; For an earlier version of the study report, see ED 332 742.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Cooperative Programs; *Economic Development; Financial Support; *Job Training; Labor Force Development; National Surveys; Questionnaires; *School Business Relationship; Tables (Data); Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Contract Training; *Customized Training

In 1989-90, a national survey was conducted to assess the scope and nature of contract training and other economic development activities at community colleges and technical institutes. The survey was sent to a random sample of 246 community colleges, requesting information on the colleges' workforce and economic time/continuing student enrollment status, and program. Study findings included the following: (1) at the end of the fall 1991 registration period, the 50 Illinois public community colleges enrolled 368,475 students in instructional credit courses, constituting an increase of 4.4% over the fall 1990 term; (2) the number of female students increased at a higher rate than male students (5% versus 3.8%); (3) 41.9% of the student population were males; (4) the number and percentage of minority students increased slightly in 1991; (5) the median age of students was 26.9 years, while the mean age was 30.5; (6) fall 1991 freshman and sophomore enrollments increased by 3.2% and 7.6%, respectively, over fall 1990, while the number of high school students enrolled in community colleges decreased; (7) the proportion of transfer students increased slightly to 4.7%, while the proportion of first-time students decreased to 28.4%, the lowest level in five years; (8) of the 39.3% of students in the baccalaureate/transfer area, only 25% indicated an intention to transfer; and (9) nearly 40% of all students indicated that their intent was to improve occupational skills or prepare for a new career. (JMC)

ED 339 450 JC 920 013

Fall 1991 Salary Survey Report for the Illinois Public Community Colleges.
PUB DATE- Jan 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Faculty Workload; Fringe Benefits; Full Time Faculty; Part Time Faculty; Public Colleges; *Salaries; *School Personnel; State Surveys; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Information on the fall 1991 salaries and benefits of faculty, staff, and administrators employed in the Illinois public community college system is presented in this report. After an introductory summary of the report, statewide and instructional data are provided on the following topics: (1) fiscal year (FY) 1992 contractual base salaries for full-time faculty; (2) FY92 part-time faculty salary rates and full-time faculty overload and summer term rates; (3) salaries based on FY92 salary schedules for full-time faculty with a master's degree; (4) institutional policies related to faculty salaries and contracts; (5) FY92 contractual base salaries for non-teaching and administrative staff; (6) salaries paid to selected administrators during FY92; (7) fringe benefits for full-time employees; (8) FY92 mean percentage salary increases; (9) FY91 total salary actually paid; and (10) statewide average annual contractual salaries and salary percentage increases for FY88 to FY92. Highlighted findings indicated that the weighted average salary for full-time faculty on a 9-month contract was $42,958, for administrators on a 12-month contract was $49,884, and for non-instructional staff on a 9-month contract was $40,726. The value of fringe benefits paid for these three employee groups was $3,851, $4,337, and $3,698, respectively. (JMC)

ED 339 451 PS 019 680

Provision for Pre-School Children.
PUB DATE- Oct 90

boys of kindergarten age and their two-parent families. Parental discipline and child behavior were measured by means of laboratory and phone interviews of parents. Results indicated that the strongest predictor of children's antisocial behavior was inept parental discipline. There were no differences between children on the basis of gender. Mothers reacted more negatively to daughters than did fathers; fathers reacted more negatively to sons than did mothers. The only other difference noted between mothers and fathers was that mothers spent more time with their children. Six references are cited. (BC)

ED 339 470 PS 020 053

Meeting the Goals: Collaborating for Youth. Hearing Before the Committee on Labor and Human Resources, United States Senate. One Hundred Second Congress, First Session. On Examining the Need To Provide Comprehensive Services To Youth To Help the Nation Meet the Education Goals of School Readiness, Dropout Prevention, Improved School Achievement, and Drug and Violence Free Schools and To Examine What the Federal Government Can Do To Support and Expand Social Service Programs for Youth.
PUB DATE- 8 May 91
NOTE- 110p.; Document contains some pages of small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Children; *Cooperative Programs; *Coordination; Disadvantaged Youth; *Educational Needs; Educational Objectives; Elementary Secondary Education; Family (Sociological Unit); Hearings; Intervention; Public Schools; *Social Services
IDENTIFIERS- Congress 102nd

A hearing before the U.S. Senate Committee on Labor and Human Resources examined the need for provision of comprehensive services to youth. Topics discussed included: (1) the provision of coordinated social services to students and families in schools; (2) school readiness; (3) dropout prevention; (4) improved school achievement; (5) drug- and violence-free schools; and (6) child health and nutrition. Statements were made by Chairman Kennedy and other senators, and by spokespersons for several social service programs. Programs included: (1) programs in New Jersey that bring social services into the schools; (2) programs in Arkansas that serve children and students; (3) the Dunbar Project, which provides an array of services to six schools in Baltimore, Maryland; (4) Joining Forces, a national effort to join students with appropriate social services; (5) New Beginnings, which provides integrated services for children and families in San Diego, California; (6) programs to assist students in Boston, Massachusetts; (7) YouthNet, a youth development collaboration established by 12 agencies in Kansas City, Missouri; and (8) the Family Learning Center, a rural, comprehensive, secondary education program for teenage parents and their children and extended families in Leslie, Michigan. (BC)

ED 339 471 PS 020 056

Grober, Jacqueline S.; And Others
Preschoolers' Problem-Solving in Sexually Abusive and Non-Sexual Situations.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Biennial Meeting of the

appropriate learning environments, the role of cooperative learning, and the role of the teacher; (2) Group Building for Cooperation, including discussions of the need for group building, elements of group-building activities, group evaluation, whole class and paired group-building activities, and resources for group builders; (3) Nurturing Self-Esteem, which includes discussions of safety and security, success in school tasks, the identification of areas of personal strength and interest, group acceptance, and contributions to class success; (4) Social Skills and Cooperative Interaction, including discussions of cooperative interaction and children with special needs; (5) Communicating Effectively, which covers unfinished stories, oral language development, following directions, sharing teams, sharing team starters, thinking out loud together, and manipulatives; (6) Cooperation and Play, including discussions of the teacher's role, benefits, cooperative learning and cooperative play, dramatic play, songs and fingerplays, and resources for teachers; and (7) Making Decisions, which includes suggestions for activities. Contains approximately 85 references. (LB)

ED 339 490 PS 020 096

Werbizky, Lydia
Block Building: Its Role in Children's Learning as Seen by One Elementary School Teacher.
PUB DATE- Nov 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Child Development; *Discovery Learning; Interpersonal Relationship; *Learning Centers (Classroom); Learning Processes; *Play; Primary Education; Spatial Ability; Teacher Attitudes; *Teaching Styles
IDENTIFIERS- *Blocks

The role of block building in children's learning was studied by a student teacher who observed a teacher's block building curriculum in a combined first and second grade class. The purpose was to clarify the linkage between thinking and doing, spoken intention and actual consequences, and planning and spontaneity in the curriculum. The cycle of observation, reflection, and provisioning was a feature of the teacher's learning process and a significant feature of her curriculum. ("Provisioning" is described as "implementing curriculum the teacher feels best addresses and extends the interests and learning of the children.") The teacher observed students' interests; confirmed them upon reflection; and related them to her curriculum development by provisioning the classroom with materials that matched the children's interest. Dominant motifs in this cycle were personal meaning, integration, and continuity. Each of these resulted from the teacher's background and beliefs. The physical context of the block corner and block building became a focus of the approach to curriculum development. Block building was shown to be a rich medium for learning and social negotiation. A list of types of learning that block building enables (for example, math concepts, science, symbolization, problem solving, and art) is appended. Contains 15 references. (LB)

ED 339 491 PS 020 097

Paul, Rhea; Jennings, Patricia

*Epistemology; Foreign Countries; Latin American Culture;
*Thinking Skills; *Young Children
IDENTIFIERS- *Peru; *Preliterate Societies; Quechua People;
Theory of Mind

Three different theory of mind tasks were conducted with 4- to 8-year-old Quechua peasant children in the Peruvian Andes. The study investigated the ways in which children in preliterate cultures think and the possibility that they think differently than children in literate cultures. The tasks included: (1) a false-belief task, which tested the child's ability to represent another's mistaken belief; (2) an appearance/reality task, which tested the child's ability to represent both an object's appearance and what the object is; and (3) a representational change task, which tested the child's ability to represent both a false belief the child had previously held, and the child's present belief about an object. All three experiments were conducted in Quechua by a native Quechua speaker. Two major observations are reported. First, Quechua children of the ages studied appeared to have difficulty following the details of a story, even when the story was acted out with props. Second, the children had difficulty with questions that probed their understanding of their own and others' thoughts. The data suggest that Quechua children do not develop a theory of mind in early childhood that is comparable to the relatively complex theory of mind that young children in Western literate cultures develop. Although they may develop some metarepresentational capacity, they may not apply it to their own thoughts and the thoughts of others. This suggests that the development of a theory of mind may not be universal. Contains 12 references. (LB)

ED 339 508 PS 020 115

The Spirit of Excellence: Resources for Black Children Ages Three to Seven.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 26p.; For other guides in this series, see PS 020 116-118.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- African Culture; Audiodisks; Audiotape Recordings; Biographies; Black Achievement; *Black Culture; Black History; *Black Youth; *Childrens Literature; Early Childhood Education; Family Life; Fiction; Films; Music; Nonfiction; Poetry; Popular Culture; Positive Reinforcement; Reading Materials; Role Models; Self Esteem; Songs; Videotape Recordings; *Young Children

The first of four publications in a series of resource guides containing suggested books, records, and audiovisual materials for African-American children and adolescents is presented. The materials provide positive images of black children and realistic depictions of black culture, heritage, and life experiences that are relevant to black children and youth. This first publication in the series is directed toward children of 3 to 7 years. It contains brief annotations of about 65 books, 27 records and cassettes, and 7 films and videotapes that are appropriate for young children. Most materials have publication or release dates after 1970. Retailers and distributors that carry the items cited in the publication are listed in an appended guide to resources. (LB)

IDENTIFIERS- Education of the Handicapped Act Amendments 1986;
*New York State Technical Assist Resource Network;
*Partnerships in Education

In December, 1991, a representative from the New York State Technical Assistance Resource Network (STARN) presented information about collaboration in early intervention services to a training session for parents and professionals sponsored by the National Center for Clinical Infant Programs. The presentation was based on STARN's work in serving family needs as part of their collaborative efforts to implement Public Law 99-457, the Education of the Handicapped Act. The STARN team works in the context of a statewide technical assistance resource network that includes local planning groups, technical assistants, parents, service providers, and consultants. Some key issues in collaborative work include: (1) defining terms; (2) using negotiating, planning, and listening skills; and (3) understanding the similarities and differences in the philosophies and beliefs of collaborators. Collaborative relationships in early intervention program planning require mutual understanding among parents and professionals, state and local agencies, local providers, and legislators. Some issues that must be confronted in collaborative work include the role of finances, the need for empathy, and the need to deal with distrust. Future challenges will involve confronting ethical dilemmas, understanding the limitations of intervention, and implementing the lessons learned from one collaborative relationship to the next. (BC)

ED 339 528 PS 020 145

Day Care Center Licensing Study, 1991.
PUB DATE- Oct 91
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; *Day Care; *Day Care Centers; Discipline Policy; Documentation; Early Childhood Education; Facility Requirements; Grants; National Surveys; Recordkeeping; *State Agencies; *State Legislation; Transportation
IDENTIFIERS- Caregiver Training; *Day Care Licensing; Regulatory Agencies; Sick Child Care; *State Regulation

This report contains the results of a nationwide survey of state and territorial regulatory agencies. The purpose of the study was to gather information on day care center licensing and regulation. In May 1991, questionnaires were sent to the central day care regulatory agency in each of 53 states and territories. In an introductory section of the report, frequently asked questions about day care center regulation are presented together with answers drawn from the study's data. The bulk of the report is a listing by state of the information gathered from the questionnaire. This information is presented in 14 categories: (1) regulations and requirements; (2) prescreening, training, and staff qualifications; (3) complaint procedures; (4) documentation on children; (5) transportation; (6) discipline; (7) infant care programs; (8) school-age programs; (9) regulations concerning children with special needs; (10) programs for sick children; (11) subsidized child care; (12) child abuse and neglect; (13) a list of local offices; and (14) pending legislation. It is concluded that even though all the states and territories require day care center licensing, there is no uniformity in the regulation of day care centers. (BC) issues relating to evaluation of new primary school curricula. The bulk of the publication consists of 10 reports, submitted by representatives of educational departments or institutions, on the status of primary education in the CODIESEE countries. The countries are Bulgaria, Czechoslovakia, the Federal Republic of Germany, Greece, Hungary, Italy, Malta, Portugal, Turkey, and Yugoslavia. Topics discussed in the reports include the structure and organization of the educational system; the principal subjects taught in primary school; teacher training; educational research; the content of the primary school curricula; new curricula recently introduced into the primary schools; and the methods of evaluating the success of the new curricula. (BC)

ED 339 547   PS 020 192

Chiaromonte, Tom
Early Childhood Education in China: Political Implications.
PUB DATE- Dec 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Communism; *Early Childhood Education; *Educational Objectives; *Educational Policy; Foreign Countries; *Ideology; Kindergarten; Nursery Schools; *Political Socialization; Preschool Children; Preschool Curriculum; Preschool Education
IDENTIFIERS- *China; Communist Party; Cultural Revolution (China); Mao Zedong; Only Children

This paper reviews the history of early childhood education in China between 1949 and 1990. After the Communist revolution in 1949, China's educational policy was modeled after the Soviet Union's. Preschool pedagogy emphasized conditioning children's behavior and providing a comfortable environment for children. The number of nurseries and kindergartens grew steadily in the late 1950s. After the Cultural Revolution in 1966, the emphasis in early childhood education changed from providing a comfortable environment to carrying out proletarian politics, and many preschools were closed. The administration of preschools was taken from trained professionals and given to ideologically correct committees. School activities, such as songs and stories, centered around revolutionary ideology. The purpose of preschools was to provide protective care and develop children who would continue the revolution. After the arrest of the Gang of Four in 1976, many preschools were reopened. China then turned to the United States and Japan for its early childhood education models. Practices common before the Cultural Revolution were restored. Needs currently faced by preschools are those of increasing children's science learning and correcting personality traits of single children which the government considers undesirable. A reference list of 15 items is provided. (BC)

ED 339 548   PS 020 195

Gomez, Rey A.
Teaching with a Multicultural Perspective. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

to experience the cultural and economic perspectives of their Pacific Rim neighbors. By 1989, 143 of Alaska's 543 schools had participated in the network. Most partnerships have been with schools in Japan (83), followed by the People's Republic of China (29), Australia (21), New Zealand (6), the Soviet Union (6), Korea (3), and the Philippines (2). Three levels of partnership encompass: (1) initial acquaintance, correspondence, and exchange of materials; (2) curriculum development that focuses on the culture, language, and economies of partner countries; and (3) actual visits by students, staff, and parents. In preparing curricula, network developers sought to feature comparative aspects of gender between cultures and worked with the state Office of Equity Education to meet state mandates concerning sex fairness. Resource kits providing 3-week units of study were developed that integrate issues of sex equity into experiential education about Japan, China, the Philippines, Australia, and the Soviet Union. (SV)

ED 339 565 RC 018 394

Leach, Elaine L.
Rural School Administrators for a New Age.
PUB DATE- 13 Oct 91
NOTE- 12p.; Paper presented at the Annual Conference of the National Rural Education Association (83rd, Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; Course Descriptions; Course Objectives; Elementary Secondary Education; Graduate Study; Higher Education; Outcomes of Education; *Rural Education; Rural Schools; *School Administration; Student Attitudes
IDENTIFIERS- *Saint Cloud State University MN

"Issues in Administering Rural Schools" is a graduate level course for prospective school administrators at St. Cloud State University (Minnesota). The course is available at several remote sites through two-way interactive television. Because a large proportion of schools in Minnesota and the nation are rural, administering rural schools is worthy of study by students of school administration whether or not they plan to be rural educators. The course focuses on: (1) typology and characteristics of rural schools; (2) the geographic, economic, social, and political contexts in which rural education occurs; (3) administrative tasks and functions in rural school districts; (4) opportunities and problems associated with providing leadership in rural school settings; and (5) sources of information on rural education. Course organization entails weekly required readings, oral presentations, statistical comparisons of school districts, and guest speakers. The term project is a cooperative research project, such as one in which students collected data from practicing superintendents on personal and professional issues in rural school administration. This paper includes interview questions and student responses, learner outcomes reported by students and organized by course objective, and student comments on the course. (SV)

ED 339 566 RC 018 403

Thurston, Linda P.; White, Warren J.

This monograph represents a collection of reports generated by a state-wide collaborative research project begun in 1982. The reports, based on information collected by a literature review and two surveys of representative samples of migrant workers in New York State, systematically analyze relationships between migrant workers' health conditions, general well-being, family life and their labor force productivity. The first section researches the background by reviewing the literature on migrant farmworkers and describing the sampling procedures. The second section, Health Status and Lifestyles, contains "Variation in Subjective Well-Being Among Black Migrant Farmworkers in New York State" and "Drinking, Farm and Camp Life: A Study of Drinking Behavior in Migrant Camps in New York State." The third section, Medical Utilization Patterns, includes "Medical Utilization Patterns of Migrant Farmworkers in Wayne County, New York" and "Health Characteristics and Utilization of Public Sector Health Facilities among Migrant Farmworkers in Orange County, New York." The fourth section, Housing Conditions and Economic Opportunities, includes four reports: (1) "A Tale of Two Homes: A Study of Housing Conditions of Migrant Farmworkers"; (2) "Migrant Farmworker Earnings: A Human Capital Approach"; (3) "Economic Rewards for Migrant Farmworkers"; (4) "The Economic Returns from Investment in Physical and Mental Health: A Case Study of Migrant Farmworkers in Rural New York"; and (5) "The Poverty Status of Migrant Farmworkers." (LP)

ED 339 584 RC 018 434

Pietras, Jesse John; Murphy, Robert J.
Interactive Distance Learning in Connecticut.
PUB DATE- 1 Dec 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cable Franchising; Cable Television; *Costs; *Distance Education; *Educational Technology; Elementary Secondary Education; *Interactive Video; Program Evaluation; Program Implementation; Rural Schools; School Districts; *Telecourses
IDENTIFIERS- *Connecticut; Middlesex Distance Learning Consortium CT

This paper provides an overview of distance learning activities in Connecticut and addresses the feasibility of such activities. Distance education programs have evolved from the one dimensional electronic mail systems to the use of sophisticated digital fiber networks. The Middlesex Distance Learning Consortium has developed a long-range plan to link five towns with fiber optic networks. This linkage would provide a completely interactive system in sharing courses among schools. Currently, 3 cable operators of the 27 licensed franchises are operating distance education programs. Each cable television company is responsible for maintaining all outside distributions, while the participating schools are responsible for maintaining the equipment relating to program origination. In some cases, the cable company has decided against becoming involved, citing non-standard installations that render costs prohibitive. The costs of distance education, as a key issue in the process, is being debated in public hearings on cable television franchise renewals before the State Department of Public Utility Control. It is proposed that distance education will continue throughout the 1990's to be investigating the state of American mathematics education have advocated an increased emphasis on problem solving and mathematical modeling situations in the secondary school curriculum. However, little effort has been made to prepare secondary school teachers to use mathematical modeling techniques in their classrooms. The document presents a variety of classroom modeling activities that were developed and classroom tested by the Mathematical Sciences Program of the Pennsylvania State University at Harrisburg at the secondary school level. After an introductory chapter explaining the concept of mathematical modeling and how it differs from problem solving, the bulk of the document is a series of 22 classroom activities, followed by an appendix giving teachers' guides for each of the activities, and an extensive bibliography for related mathematical modeling activities. The 22 activities can be broken up into the following subject levels, together with the concepts and skills involved: (1) General Mathematics--involving Ratio and Proportion, Pythagorean's Formula, the Distance Formula, and Probability; (2) Algebra 1--involving Simple Graphing, Area Computation, Inequalities, Functions and Pattern Recognition, Algebraic Operations, and Simple Programming; (3) Algebra 2--involving Linear Inequalities and Graphing, Circle Equation, Permutations and Counting Techniques, Graphing and Programming Linear Parabolic Equations, Basic Trigonometric Functions, Velocity and Acceleration Formulas, Exponential Functions, and Matrix Arithmetic; and (4) Precalculus--involving Transcendental Functions. (MDH)

ED 339 602 SE 052 560

Burton, Grace; And Others
First-Grade Book. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades K-6.
PUB DATE- 91
NOTE- 24p.; For other titles in this series, see SE 052 429, SE 052 588-589, SE 052 682, SE 052 735, and SE 052 750. For the document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Concept Formation; Curriculum Development; Curriculum Enrichment; Data Collection; Discovery Learning; Elementary Education; *Elementary School Mathematics; Enrichment Activities; Geometry; Grade 1; *Learning Activities; Manipulative Materials; Mathematical Concepts; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Number Concepts; Pattern Recognition; *Spatial Ability; Teaching Guides; Teaching Methods
IDENTIFIERS- Graphing (Mathematics); *NCTM Curriculum and Evaluation Standards; Number Sense; Patterns (Mathematics)

The "Curriculum and Evaluation Standards for School Mathematics" (1989) provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. The document not only addresses what mathematics students should learn but also how they should learn it. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout

*Functions (Mathematics); High Schools; Learning Activities; Manipulative Materials; *Mathematical Enrichment; Mathematical Logic; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Matrices; Problem Solving; *Secondary School Mathematics; Teaching Methods; Thinking Skills

IDENTIFIERS- *Connections (Mathematics); *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics); Representations (Mathematics)

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics" provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. When completed, the Addenda Series is expected to consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into new classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. The goal of the "Connecting Mathematics" book in the 9-12 series is to link the content proposed in "Curriculum and Evaluation Standards" to that of current programs. "Connecting Mathematics" reflects the new methodologies and supplies classroom-ready activities suited for cooperative group work that require students to experiment, collect data, search for patterns, make conjectures, and verify discoveries with the solutions given in the appendix. A special "Try This" feature provides extra exercises, problems, and explorations for use with students. The captioned margin notes, "Teaching Matters" and "Assessment Matters", provide helpful instructional ideas for introducing topics, using calculators and computers, and assessing student achievement. The chapters are: (1) Connecting with Functions; (2) Connecting with Matrices; (3) Data Analysis: A Context for Connections; (4) Building and Using Connections in Reasoning; and (5) Building and Using Connections in Problem Solving. (MDH)

ED 339 618 SO 020 847

Living with AIDS: Part II.

SPONS. AGENCY- American Foundation for AIDS Research, Los Angeles, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Massachusetts Inst. of Technology, Cambridge, MA. Program in Science, Technology, and Society.

PUB DATE- 89

NOTE- 293p.; Also described as the "Proceedings of the American Academy of Arts and Sciences." For Part I, see ED 313 301.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Chronic Illness; Communicable Diseases; Disease Control; Foreign Countries; Global Approach; *Health Education; Health Needs; Medicine; Physical Health; *Public Health; Public Policy; Sexuality

A series of articles concerning various aspects of AIDS and the dilemmas it poses for U.S. society, culture, and government are presented, in this theme issue, e.g., "Introduction to the Issue" (K. Keniston); "Prospects for the Medical Control of the AIDS Epidemic" (W. Haseltine); "Social Policy: AIDS and Intravenous Drug Use" (N. Zinberg); "Disease and Desire" (J. Gagnon); "AIDS, Privacy, and Responsibility" (R. Bayer); "AIDS and Law" (M. Kirby); "Public Health and the Politics of AIDS

PUB DATE- 90
NOTE- 100p.; For corresponding Teacher's Guide, see SO 021 441. For other items in series, see SO 021 436-439. Sections containing blue type may not reproduce distinctly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Critical Thinking; Democratic Values; Ethical Instruction; High Schools; Law Related Education; Secondary School Curriculum; Skill Development; Student Educational Objectives; Values Education

This curriculum has been designed to provide high school students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility wisely and effectively. Students are asked to examine and make decisions about responsibility in specific situations by learning to apply sets of intellectual tools. The curriculum is organized into four units and comprises a total of 10 lessons. Unit 1 is designed to help students understand the importance of responsibility to society and the individual, the numerous sources from which responsibility arises, and the varied ways in which responsibility is promoted in society. Unit 2 helps students understand that the fulfillment of responsibility usually involves both benefits and costs. Unit 3 is designed to increase students' ability to make informed choices among competing responsibilities, interests, and values, and to evaluate decisions made by others. Unit 4 focuses on a different use of the concept "responsibility"--that of referring to a person or groups that have been (or are) responsible for something that has happened. (DB)

ED 339 639 SO 021 441

Responsibility. Law in a Free Society Series. Level VI. Teacher's Guide. Third Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 90
NOTE- 65p.; For corresponding Student Text, see SO 021 440. For other items in series, see SO 021 436-439.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Critical Thinking; Democratic Values; Ethical Instruction; High Schools; Law Related Education; Secondary School Curriculum; Skill Development; Student Educational Objectives; Teaching Methods; Values Education

This teacher's curriculum guide has been designed to provide high school students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility wisely and effectively. Students are asked to examine and make decisions about responsibility in specific situations by learning to apply sets of intellectual tools. The introduction to the teacher's guide discusses the rationale for the Law in a Free Society Program, the organization of the Responsibility book. There are four appendices: Appendix A--a chronological list of voyages of discovery and exploration; Appendix B--an index of wind pressure tabulation; Appendix C--a wind chill factor table; and Appendix D--a brief explanation of Antarctic seasons. A bibliography, a list of other resources, and a glossary conclude the volume. (DB)

ED 339 659 SO 021 601

Lied, Nils
Oscar.
PUB DATE- 86
NOTE- 29p.; Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; Area Studies; *Childrens Literature; Environment; Foreign Countries; *Geographic Regions; Global Approach; Instructional Materials; Intermediate Grades; Junior High Schools; Physical Environment; *Social Studies
IDENTIFIERS- *Antarctica; *Dogs; Huskies

The true story of Oscar, an Arctic husky who had been a sledge dog in Antarctica, is told for readers aged 10 to 12 years. The author, Oscar's long-time master, visits Oscar at the Melbourne zoo as the story begins. He recounts some of his memories of Oscar, including a number of expeditions, and Oscar's fight to remain "king dog" of the sledge team. Oscar leaves the zoo and returns to Antarctica where he sires pups and helps to train the sledge teams. Throughout Oscar's story, the history of the role that dogs have played in the exploration of Antarctica is told. Although dog teams are no longer relied upon for transportation, the courage and skill of dogs is bound tightly in the story of Antarctica. Numerous photographs and illustrations appear throughout the story. A glossary is included, as is a list of other materials on Antarctica for younger readers. (DB)

ED 339 660 SO 021 602

Philipps, Karen
The Adventures of Salik the Husky.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; Area Studies; *Childrens Literature; Environment; Foreign Countries; *Geographic Regions; Global Approach; Instructional Materials; Intermediate Grades; Physical Environment; *Social Studies
IDENTIFIERS- *Antarctica; *Dogs; Huskies

This story, for readers aged 8 to 10 years, is about Salik, a husky puppy who journeys from Greenland to Antarctica to become a sledge dog. Through Salik's training and his first sledge journey, children find out about the life of a dog team and the work the dogs do. The story is accompanied by a number of illustrations by Christine Forsyth. A glossary is included, as is a list of other materials on Antarctica for younger readers. (DB) understanding of a number of standards to be considered as guides during the decision-making process which goes on as a PDS is designed and implemented; and (3) insights gained from dialogues with faculty members of a Rochester, New York, secondary school who had been exposed to the concept of a PDS and were considering the possibility of establishing a PDS. The image of the PDS which is articulated is based on the fundamental assumption that improvement of teaching and student learning cannot continue to be driven from outside; "top-down" decision making has not been effective. In order to develop a PDS organizational structure, certain standards should be employed for local decision making: students must learn how to go about learning; high quality education must be available to students from diverse backgrounds; school faculty and teacher educators are expected to go on learning, developing, and renewing themselves; and in the PDS, continual reassessment, relearning, and redesign go on. (IAH)

ED 339 682 SP 033 344

Stallings, Jane A.
Connecting Preservice Teacher Education and Inservice Professional Development: A Professional Development School.
PUB DATE- 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Educational Objectives; Elementary Education; Faculty Development; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Evaluation; Program Implementation; *Student Teaching; *Teacher Persistence; Urban Schools
IDENTIFIERS- Houston Independent School District TX; *Professional Development Schools; Stallings Observation Instrument

Models for preparing teachers to work knowledgeably and effectively with diverse populations are needed. The primary purpose of the Learning to Teach Diverse Populations project (Houston, Texas) is to reduce the drop-out rate of new teachers assigned to inner-city schools by training student teachers in a supportive inner-city school environment. The primary goals of the professional development school (PDS) site for this project are to develop teachers who: (1) choose to teach in inner-city schools; (2) are effective teachers in inner-city schools; (3) are self analytical; and (4) share decision making and responsibility for carrying out the goals of the program. In addition to a description of the PDS design and implementation (including on-site triad seminars for student teachers, supervising teachers, and college supervisors), results are presented from experimental, evaluative studies of student teachers (N=44) and supervising classroom teachers (N=32). A primary goal of the experiment was to see how classroom teachers and student teachers change their classroom behavior during a semester at the PDS. In addition, those student teachers who had completed their preparation at the PDS were interviewed during their first year of teaching in an effort to evaluate the effects of the PDS experience. Findings indicate that groups of students can be prepared to teach successfully in inner-city schools when certain conditions are present. (IAH)

Education Organization Act, with its six titles addressing general provisions, establishment of the department, transfers of agencies and functions, administrative provisions, transitional, savings, and conforming provisions, and effective date and interim appointments; (2) General Education Provisions Act, with its three parts covering the education division of the Department of Health, Education, and Welfare; Activities; and Funds; (3) Inspector General Act of 1978; (4) Civil Rights Act of 1964, with Title IV (Desegregation of Public Education) and Title VI (Nondiscrimination in Federally Assisted Programs); (5) Age Discrimination Act of 1975; (6) Education Amendments of 1972, with Title VIII (General Provisions relating to the Assignment of Transportation of Students) and Title IX (Prohibition of Sex Discrimination); (7) Elementary and Secondary Education Amendments of 1966, with Title I (Amendment to the Elementary and Secondary Education Act of 1965) Part H (Racial Imbalance and Compliance with Civil Rights Act of 1964); (8) Elementary and Secondary Education Amendments of 1969; (9) Education Amendments of 1974, with parts A and B of Title II--Equal Educational Opportunities and the Transportation of Students (Equal Educational Opportunities Act of 1974); (10) Education Amendments of 1978, with Title XIV (Overseas Defense Dependents Education) and Title XV (Miscellaneous Provisions, Part C--Miscellaneous Amendments, Effective Dates); and (11) National Summit Conference on Education Act of 1984. (AMH)

ED 339 701 TM 017 243

Henkel, Thomas George; Wilmoth, James Noel
Factoring the Personal Profile System for Construct Validity:
Three Analyses under Different Standardization Assumptions.
PUB DATE- 91
NOTE- 28p.; Report based on a doctoral dissertation, Auburn University, 1989.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; *Construct Validity; *Factor Analysis; Factor Structure; *Military Personnel; Profiles; Psychometrics; Sampling; *Scaling
IDENTIFIERS- *Personal Profile System; *Standardization; Z Scores

Three types of data were factor analyzed using principal components extractions with orthogonal and oblique rotations to test publisher claims for construct validity of the Personal Profile System (PPS). Behavioral descriptor data from 1,045 senior non-commissioned Air Force officers were factored as raw data, mean corrected data, and standardized z-scores (correlations). The most efficacious solution was produced with standardized z-scores generating four factors accounting for 86% of the total variance. The measure of sampling adequacy for every descriptor exceeded 0.922. The first factor was general with approximately equal loadings on each of the dominance, influencing, steadiness, and compliance dimensions. The second factor was biscalar, with dominant loadings on steadiness and compliance descriptors; the third was essentially uniscalar with generally weak loadings on influencing, its closest PPS dimension. All descriptors loaded on at least one factor at 0.30 or higher, accommodating a marginally acceptable theoretical degree of psychometric and measurement properties and indicating four-factor construct relevance. Results do not completely support previous PPS publisher claims for instrument dimensionality and scaling properties. Five tables present study data, and there is a list of 17 references. (SLD) work. Subjects were 15 experienced secretaries and 15 secretaries with no more than 1 year of secretarial experience. Techniques used included card sorting, hierarchical clustering analysis, repertory grid, multidimensional scaling, Pathfinder, and pairwise similarity ratings. Subjects performed the standard tasks associated with each measurement technique. Results validate the existence of all model dimensions. Two dimensions were affected by experience level, and post hoc analysis revealed that an additional dimension, structure complexity, is a function of experience level differences, and should be included in future model development. The capabilities of the measurement techniques differed. Hierarchical clustering analysis was the most effective technique for detecting structure differences between the subject groups. In refining the proposed model, new knowledge structure measurement methodologies should be developed to provide a more comprehensive examination of the important parameters. An 83-item list of references is included. Six figures and three tables present study data. (Author/SLD)

ED 339 720 TM 017 555

Tatsuoka, Kikumi K.
Item Construction and Psychometric Models Appropriate for Constructed Responses.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Aug 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Literacy; *Cognitive Measurement; Cognitive Processes; *Constructed Response; Item Response Theory; Models; *Problem Solving; *Psychometrics; Scoring; *Test Construction; Test Format; *Test Items
IDENTIFIERS- Boolean Algebra

Constructed-response formats are desired for measuring complex and dynamic response processes that require the examinee to understand the structures of problems and micro-level cognitive tasks. These micro-level tasks and their organized structures are usually unobservable. This study shows that elementary graph theory is useful for organizing these micro-level tasks and for exploring their properties and relations. The proposed approach uses deterministic theories, in addition to graph theory, and Boolean algebra. This approach enables researchers to better understand macro-level performance on test items. An attempt to develop a general theory of item construction is described briefly and illustrated with the domains of fraction addition problems and adult literacy. Psychometric models appropriate for various scoring rubrics are discussed. There are 40 references. Six tables and four figures illustrate the discussion. (Author/SLD)

ED 339 721 TM 017 556

Walsh, S. M.
The Current Conflict between Case Study and Experimental Research: A Breakthrough Study Derives Benefits from Both.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (NCSS) (Washington, DC, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Attitudes; *Black Students; College Students; Cultural Differences; Elementary Secondary Education; Higher Education; *Racial Attitudes; *Racial Bias; Racial Identification; *Teacher Attitudes; Undergraduate Study
IDENTIFIERS- *African Americans

This paper converges Shelby Steele's discussion on issues facing African-American students in his 1990 book, "The Content of Our Character: A New Vision of Race in America" (which argues in part that a self-defeating preoccupation with race reduces their academic performance), with education majors' concerns about teaching culturally diverse students identified from a recent survey. First examined is Steele's perspective on black students in America. The major theme is that African-Americans as a group harbor feelings of inferiority in racially integrated settings, and thus seek reassurance through race which only further inhibits academic and personal progress. Juxtaposed to this is the finding that research examining teachers' professional concerns indicates that teachers harbor considerable concerns about dealing with culturally diverse students, a general fear of a lack of necessary skills in teaching minority students, a sense of lower expectations of African-American students, and a fear that race would become an issue in the classroom as an excuse for low performance. Survey results suggest that teachers may be predisposed to identify African-American students as being responsible for their own substandard performance and under-challenge them as a result. Contains seven references. (GLR)

ED 339 286 HE 025 071

Morrison, James L.
Anticipating the Future of Higher Education. Proceedings of a General Session at the Annual Meeting of the Association for the Study of Higher Education (Portland, Oregon, November 1-4, 1990).
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Educational Planning; Educational Trends; *Futures (of Society); *Higher Education; *Long Range Planning; Models; Postsecondary Education; Prediction; *Predictive Measurement; Research Methodology; Trend Analysis
IDENTIFIERS- *Alternative Futures Planning Model

The focus of the session summarized in this paper was on how postsecondary educational institutions can better anticipate the future of higher education by using the "alternative futures approach to planning" model. The alternative futures model processes the best available information obtainable so that plausible alternative futures in a changing world can be anticipated, thereby limiting the number of unanticipated possibilities to the smallest possible set available for

Attitudes Toward Borrowing and Participation in Post-secondary
Education. ASHE Annual Meeting Paper.
PUB DATE- 3 Nov 91
NOTE- 30p.; Paper presented at the Annual Meeting of the
Association for the Study of Higher Education (Boston, MA,
October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Choice; Colleges; Full Time Students;
Higher Education; High Schools; *High School Seniors; Part Time
Students; *Paying for College; Student Loan Programs; Two Year
Colleges
IDENTIFIERS- *ASHE Annual Meeting; High School and Beyond (NCES)

A study explored the relationship between high school seniors' attitudes about borrowing for education and the post-secondary education choices they make. With the 1982 "High School and Beyond" data the study used a sample of 9,625 students who were high school seniors in the spring of 1982 to do a descriptive analysis to compare those who were willing to borrow with those who were not and to do a relational analysis to see if attitudes about borrowing were significant after controlling other variables. Results indicated that those willing to borrow were significantly more likely to attend college than those who said that they would delay entrance, attend a less expensive school or get a job. This held true even after controlling for other variables such as educational aspirations, tested achievement, influence from others, and socioeconomic status. This finding supports the contention that students who are reluctant to borrow are less likely to enroll in postsecondary education. Among students who did enroll in college, willingness to borrow was significantly associated with attendance at a four-year college rather than a two-year college and with full-time rather than part-time attendance. Includes 14 tables, 1 figure and 73 references. (JB)

ED 339 305 HE 025 090

Frost, Susan H.
Diversity in the College Classroom: Learning Needs of Today's
Student Population. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 26p.; Paper presented at the Annual Meeting of the
Association for the Study of Higher Education (Boston, MA,
October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Asian Americans; *Blacks; Cognitive Processes;
College Students; *Educational Environment; *Females; Higher
Education; *Hispanic Americans; Learning Experience; Minority
Groups; Student Attitudes; *Student Development; Student
Motivation
IDENTIFIERS- *ASHE Annual Meeting

This study looks at the higher education learning needs of population subgroups by reviewing research concerning the classroom experiences of minority group students and women. The importance of addressing these questions is raised by the current and expected growth in ethnic minorities in the United States. Findings indicate that Black students who set goals for themselves, get involved on campus and develop positive

Women and Minority Faculty Job Satisfaction: A Structural Model Examining the Effect of Professional Role Interests, Meeting Paper. Meeting.

PUB DATE- Nov 91

NOTE- 53p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Interests; Interviews; *Job Satisfaction; *Minority Groups; *Teacher Attitudes; Teacher Role; Teaching Load; *Women Faculty

IDENTIFIERS- *ASHE Annual Meeting

This study examined the professional role interests and satisfactions of tenure track women and minority faculty (N=146) at a Research I university from three schools on campus: Arts and Sciences, Business, and Education. The sample was comprised of 42 white male faculty, 47 minority faculty, and 57 white female faculty. Subjects were interviewed and administered a career development questionnaire to determine how well their interests and satisfactions "fit" institutional values and expectations. Among the findings were the following: (1) no evidence could be found of a professional bias towards service activities or of less personal commitment to research by female and minority academics; (2) minorities tended to demonstrate a greater identification with and satisfaction from teaching than other groups of faculty, but did not spend more time on teaching or in service activities; and (3) minorities perceived a burdensome service load compared with other groups. Satisfaction with teaching and research proved most predictive of important aspects of institutional fit. Also, data revealed that race and gender affect the amount of faculty support received, independent of whether personal and professional goals fit within the institutional values and norms. Control over one's career and the intrinsic satisfactions of academic work directly influenced perceived job satisfaction. Contains 46 references. (GLR)

ED 339 324   HE 025 109

Pavel, D. Michael

Assessing Tinto's Model of Institutional Departure Using American Indian and Alaskan Native Longitudinal Data. ASHE Annual Meeting Paper.

PUB DATE- Nov 91

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; *Alaska Natives; *American Indians; College Outcomes Assessment; Data Analysis; *Dropout Research; Dropouts; Evaluation; Higher Education; Postsecondary Education; Research Design; Research Methodology; Statistical Analysis; Student Attrition; *Withdrawal (Education)

IDENTIFIERS- *ASHE Annual Meeting; High School and Beyond (NCES); *Tinto Model

This paper on postsecondary outcomes illustrates a technique to determine whether or not mainstream models are appropriate for

Instruction; Open Universities; *Research Methodology; *Telecommunications
IDENTIFIERS- *Open University (Great Britain)

This bibliography provides a comprehensive view of the use of media in a large distance education institution--the Open University. Both externally published and internal papers are presented in sections, which are further divided into subsections according to related themes. There is considerable overlap among papers, and many abstracts are reproduced in more than one place. Each entry contains the paper number (corresponding to the index of papers in the back), author, title, citation (if applicable), and abstract. Section headings include broadcasting; multimedia and course design, including radio, television, video, and text; computing and communications technology, including interactive video, cable, and satellite; and evaluation, including student usage and research methodology. In addition to approximately 305 cited references, the publication describes 18 Student Research Centre reports, 5 Teaching and Consultancy Centre reports, 20 Centre for Information Technology in Education reports, 11 publications of the Programme on Learner Use of the Media (PLUM), and 4 audiovisual packs are cited. It is noted that, since the bibliography contains abstracts of papers going back to the inception of the University through to the present date, it constitutes not only a resource for those involved in course design and decision making with regard to media-mix and policy, but a unique insight into the development of the use of media at the Open University. (DB)

ED 339 343   IR 015 284

Knouse, Eunice R.
Videodisc Technology To Enhance Visual Discrimination and Reasoning.
PUB DATE- May 91
NOTE- 13p.; Paper presented at the Annual Conference of the National Institute for Staff and Organizational Development (Austin, TX, May 19-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); Biology; College Students; Computer Software; Databases; Higher Education; *Interactive Video; Microcomputers; *Science Instruction; Small Group Instruction; Student Attitudes; *Thinking Skills; Videodisks; *Visual Discrimination; Visual Perception

This report describes an interactive video program designed to help college biology students with their abilities to visually discriminate between instructional images, and to think critically about those images. A brief discussion of interactive video technology is provided, including details about videodisks, CD-ROM databases, computer software, and microcomputer controlled videodisc players. The interactive video program used in the study is then described as a Level III program which incorporates computer control on a videodisk player. This program allows the instructor, using computer software and a computer, to design science instruction that will put the student in control of both the pace and sequence of instruction. Small group instruction was chosen as the learning method, and questioning among the students was encouraged. Results of a student survey showed positive attitudes toward the program and an overall increase in

ED 339 360 IR 015 311

Westerdahl, Edward John

The Effects of Expert Systems Training versus Content-Based Training on the Troubleshooting Achievement of Onan Corporation Service Personnel. Training and Development Research Center, Project Number Forty-Eight.

PUB DATE- Apr 91

NOTE- 172p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Analysis of Variance; Electronic Equipment; *Electronic Technicians; Hypothesis Testing; *Industrial Training; Instructional Design; *Intermode Differences; Postsecondary Education; Pretests Posttests; *Problem Solving; Technical Education; Training Methods; *Troubleshooting

This study compared the effectiveness and efficiency of trainees in the Onan small products gasoline course under two training curricula: (1) the control group curriculum was the in-place course on the Emerald generator set; and (2) the experimental group curriculum was essentially the same with the addition of one lesson based on methods used by experts in solving complex troubleshooting problems and some of the procedures that the experts had developed for themselves, and the substitution of a second lesson which added the use of a problem space map. The study focused on ways of presenting material in a cohesive program that would help students understand and troubleshoot electrical/electronic circuits. Both groups received a pretest on the course material and were tested again after the instruction was completed. Results indicated that if novices are given information on troubleshooting methods and how to use them, they will be able to solve a given problem faster than other novices not given this information. It is concluded that further research is necessary to determine whether the troubleshooting knowledge or troubleshooting procedures had more influence on the ability of the experimental group to perform a troubleshooting task. Appendices contain questionnaires, consent forms, achievement tests, treatment outlines, and troubleshooting protocols. (42 references) (DB)

ED 339 361 IR 015 312

Sayre, Scott Alan

The Development and Evaluation of a Computer-Based System for Managing the Design and Pilot-Testing of Interactive Videodisc Programs. Training and Development Research Center, Project Number Forty-Three.

PUB DATE- Jun 90

NOTE- 281p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software Development; *Computer System Design; *Hypermedia; Instructional Design; *Interactive Video; Microcomputers; Models; Pilot Projects; Postsecondary Education; Systems Development; *Videodisks

IDENTIFIERS- *Interactive Design Management System

The purpose of this study was to develop and validate a computer-based system that would allow interactive video developers to integrate and manage the design components prior to production.

Working Together: Case Studies in Cooperative Preservation.
PUB DATE- Sep 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Archives; Case Studies; Information Technology; *Institutional Cooperation; Library Collections; *Library Materials; Microfilm; *Preservation; Records Management; *Regional Programs; *State Programs

This report examines regional and/or state cooperative preservation programs and related activities. The major part of the report is given over to case studies that present a synopsis of the key structural and program elements of cooperative preservation initiatives. These case studies include the: Office of Library and Archival Materials Preservation (Connecticut); Los Angeles Preservation Network (LAPNET); Nebraska Documents Preservation Advisory Council (NDPAC); Preservation of Acetate-Based Audio Visual Materials (New York); Oklahoma Preservation Initiative; and Pittsburgh Regional Library Center (PRLC) Preservation Service. Information is also presented about three newly organized cooperative programs: (1) North Carolina Preservation Consortium (NCPC); (2) Associated Library Emergency Response Team (ALERT); and (3) AMIGOS Preservation Service. Additional information provided includes a description of the National Conference on the Development of Statewide Preservation Programs, the names and addresses of cooperative preservation service providers, examples of models of cooperation, and a list of states involved in preservation activity. Concluding the report is a selective bibliography on cooperative preservation and a series of preservation-related quotations. (MAB)

ED 339 379 IR 053 831

The Commission on Preservation and Access. Annual Report, July 1, 1990-June 30, 1991.
PUB DATE- Sep 91
NOTE- 59p.; For the 1989-1990 Annual Report, see ED 328 264.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Archives; Financial Support; Foreign Countries; *Information Networks; *Information Technology; International Cooperation; Microreproduction; Optical Disks; *Preservation; Records Management; Telecommunications
IDENTIFIERS- National Endowment for the Humanities

This annual report describes the activities of the Commission on Preservation and Access, a private, nonprofit organization that works through existing institutions and groups to foster, develop, and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary record in all formats, and to provide enhanced access to these records. The first of 11 sections, the introduction to this report, highlights a multifaceted initative undertaken by the preservation community under the leadership of the National Endowment for the Humanities (NEH) Office of Preservation to preserve over three million brittle documents over a 20-year period. In the second section, a special report entitled "The Agony of Choice: Strategies for Preservation and Scholarship" (Henry W. Riecken), outlines a materials to support the study of genealogy and family history. Because of the lack of information on the materials needed to make up a core collection of Ohio materials, a select group of 18 libraries and 15 genealogical societies were surveyed to identify appropriate materials for a core collection on Ohio genealogy. Twelve Ohio libraries and eight genealogical societies returned the surveys, for an overall response rate of 61%. This survey identified 48 titles to be included in such a core collection; these titles are included in this research paper. Also presented in the paper are discussions of the history of genealogy, collection development problems, and the availability of library literature on this topic. The methodology employed to conduct the survey and to tabulate the results is also described. A section on results explains the inclusion or exclusion of various titles based on tabulations and respondents' comments. A list of the materials that were analyzed in the survey, the genealogy core collection guide, and a ranked list of suggested works are appended. (38 references) (Author/MAB)

ED 339 399 IR 053 855

Green, Lucia K.
Evaluating the Strengths and Limitations of a Corporate Library Collection.
PUB DATE- May 91
NOTE- 52p.; Master's Research Paper, Kent State Univesity.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Books; *Evaluation Methods; Evaluation Research; Interlibrary Loans; *Library Collections; Library Services; *Research Reports; Serials; *Special Libraries
IDENTIFIERS- *Corporate Libraries; Monographs

A special library can evaluate its collection using two evaluation methods first introduced by academic research libraries. This evaluation was concerned with the monograph and serial collections of a corporate library. The lack of methods for evaluating special libraries has been well documented in library literature. The data necessary for this project were collected daily in a corporate library. Only one library was evaluated, since special libraries differ so greatly and methods applicable in one will not necessarily be useful in another. The two methods used were R. P. Coale's evaluation of the Newberry Library and G. D. Byrd's analysis of interlibrary loans. An analysis of interlibrary loans was chosen since the library studied encourages use of its interlibrary loan service by its patrons. The research department supported by the library publishes papers that could be analyzed to determine if the research required to write them could have been done in that library. Papers written in other institutions were also analyzed to determine if the research needed to write them could have been done in the same library. Both methods proved successful and showed that the library had a very strong serials collection. (35 references) (DB)

ED 339 400 IR 053 908

Neuman, Delia
Technology and Equity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.

College District No. 11 and the Pierce College Faculty Association, 1989-1992.
PUB DATE- 17 Mar 89
NOTE- 78p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *Independent Bargaining Agents; Pierce Community College District 11 WA

The collective bargaining agreement between the Board of Trustees of Community College District number 11 in the state of Washington and the Pierce College Faculty Association is presented. This contract, covering the period from March 1, 1989 to February 29, 1992, deals with the following topics: the scope of the agreement; grievance and arbitration; job description; faculty assignments; faculty contracts; handbooks; policies and procedures manual and governance; college calendar committee; instructional load for full-time academic employees; experiential learning; substitutes; staff support; employee tuition waiver; parking; independent study, televised courses, arranged courses, correspondence courses, and independent study contracts; professional development; bookstore discount; reduction in force; inservice education; agreement oversight committee; personnel records/confidentiality; released time for faculty president; faculty association conventions/meetings; professional workshops, conferences, meetings, and continuing education; faculty planning days; leaves/leave of absence; insurance; ombudsman; seniority; retirement; selection, recall, and responsibilities of division chairs; faculty evaluation; professional development council; salary schedule; faculty emeritus; released time; travel reimbursement; summer quarter salary; and publication. Appendixes present the grievance and arbitration procedure, division chair responsibilities, professional development council procedures, and remunerated professional leaves for faculty members of institutions of higher education. (JMC)

ED 339 418 JC 910 557

Agreement by and between the Board of Trustees of Community College District No. 16 and the Yakima Valley College Federation of Teachers, Local 1485 AFT, WFT, AFL/CIO, January 1, 1990 to June 30, 1992.
PUB DATE- 90
NOTE- 86p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Full Time Faculty; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; Part Time Faculty; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Teaching Conditions; Tenure; Two Year Colleges; Unions

development activities in 1988-89. Major findings, based on a 72% response rate, included the following: (1) the majority (94%) of the public community colleges in the sample offered at least one course on a contract basis to public or private employers; (2) most colleges had relatively modest contract education programs, with the number of courses offered at the median college only 50, the median number of students enrolled 919, and the median number of employer clients served 24; (3) frequently offered contract courses dealt with job-specific skills, basic reading, writing, and math skills, and "other" miscellaneous courses; (4) on average, private firms comprised approximately 70% of the employer clients served by community college contract education programs; (5) on average, 61% of job-specific courses offered were developed jointly by colleges and their clients; (6) employers themselves provided the largest share of revenues needed to support contract education, followed by subsidies from state and local governments; and (7) approximately 80% of the public community, technical, and junior colleges received funds through the Vocational Education Act; approximately 50% received Job Training Partnership Act funds; and approximately 50% received funds from other state, local, and federal agencies that support business assistance programs or vocational training. Data tables and the survey instrument are included. (JMC)

ED 339 435   JC 910 577

Ford, Jerry; Ford, Sheila Stoma
Producing a Comprehensive Academic Advising Handbook.
PUB DATE- Aug 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; Community Colleges; Faculty Advisers; *Faculty Handbooks; Guidelines; Student Personnel Services; Two Year Colleges

A comprehensive academic advising handbook that is attractive, useful, versatile, and inexpensive is the cornerstone of a well-developed and implemented academic advising program. Seven steps have proven effective in handbook development: (1) making the commitment--appropriate campus administrators must commit the human and financial resources to develop and produce the handbook and zealously support its utilization by faculty; (2) handbook responsibliity--the administration must designate the office responsible for producing the handbook and the chain of command in seeking assistance; (3) determining the objectives and purposes of the handbook--several questions should be considered, such as who is the targeted audience, and what are the handbook's general purposes (e.g., promoting quality advising) and specific purposes (e.g., providing correct, concise, and consistent information); (4) Content--some or all of the following topics should be addressed: definitions, advisor responsibility, specific regulations/guidelines for registration and scheduling, academic policies and procedures, philosophy and objectives of the advising system, advising techniques, sample forms, directory of campus assistance, legal responsibilities, procedures for advising probationary students and other special groups, advising schedule, advanced standing, student assistance, characteristics of a good advisor, advisement strategies, referral skills, do's and don'ts, and a

NOTE- 12p.; For an earlier bulletin, see ED 322 994.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- Child Caregivers; *Day Care Centers; Foreign Countries; Full Day Half Day Schedules; National Surveys; *Nursery Schools; *Preschool Children; *Preschool Education; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *Scotland

This bulletin, which is published jointly by the Scottish Education Department (SED) and the Social Work Services Group, gives information on the provision made for children aged 5 years or younger in education authority nursery schools and departments in Scotland. Additional data on local day nurseries, preschool playgroups, and childminding facilities are included. Data are presented in a series of tables. Tables 1-3 provide data on nursery school provision and pupil enrollment in Scotland as a whole between 1979 and 1990. Tables 4-8 present data on school provision and pupil enrollment by educational authority area. Data on day care services are provided in Tables 9-12, while Table 13 offers data on day care availability. The main points brought out by the tables include the following: (1) The number of nursery schools in Scotland is increasing; (2) The number of pupils in nursery schools increased by 33 percent between 1979 and 1990; (3) The pupil/teacher ratio was the same in 1979 and 1990; (4) Provision of nursery school varies considerably among education authority areas; and (5) The number of registered childminders tripled between 1980 and 1989. A list of bulletins published by the SED between 1988 and 1990 is included. (BC)

ED 339 452 PS 019 726

National Children's Day: A Celebration of Programs That Work. Hearing before the Task Force on Human Resources of the Committee on the Budget. House of Representatives, One Hundred First Congress, Second Session.
PUB DATE- 4 Oct 90
NOTE- 228p.; Serial No. 5-12. Filmed from best copy available. Many pages have small and broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Children; Disabilities; Early Parenthood; Elementary Secondary Education; High School Equivalency Programs; Parent Education; Preschool Education; Private Agencies; *Program Attitudes; *Program Effectiveness; Public Agencies; *Youth Programs
IDENTIFIERS- *Childrens Day

This hearing was part of a week of events commemorating National Children's Day. The hearing focused on children who have overcome adverse situations through innovative private and public programs. More than 200 youth ambassadors were sent by their state governors to represent 45 states at the events in the District of Columbia. The presentation of testimony was introduced by honorary chairperson Cissy Houston and her daughter, Whitney Houston. Testimony was offered to the task force by 20 youth ambassadors. These ambassadors discussed their positive experiences with programs that involved teaching parenting skills to teen mothers and providing: (1) means for teen mothers to continue their education; (2) jobs for youth; (3) assistance to migrant and refugee families; (4) assistance to disabled youth; (5) peer counseling, and (6) community

Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; *Conflict Resolution; Help Seeking; *Interpersonal Relationship; Peer Relationship; *Preschool Children; Preschool Education; *Problem Solving; *Sex Differences; *Sexual Abuse; Social Behavior
IDENTIFIERS- Adult Child Relationship; Child Behavior; Rule Governed Behavior

This study examined the relation of social situation variables and children's gender to children's social problem solving ability in potentially unsafe situations. A total of 62 preschoolers (mean age 4.4 years) were shown a series of four vignettes. In two vignettes, an adult or a child asked a second child to cross a street. In two other vignettes, an adult or a child asked a second child to "touch private parts." Thus the social variables in the vignettes were relative ages of social partners and the sexual or nonsexual nature of the unsafe situation. Children were asked to provide as many solutions to the social problem as they could, and their responses were categorized into strategy types. Results indicated no significant relations between age of social partners in the vignette and other variables. Children offered fewer solutions to sexual than to nonsexual dilemmas. Children offered more assertive, rule-based, and help-seeking solutions to nonsexual situations and more nonconfrontational solutions to sexual situations. Girls offered significantly more nonconfrontational solutions to sexual situations than did boys. These results suggest an impairment of preschoolers' generation of strategies in sexual problem situations. A reference list of 12 items is included. (BC)

ED 339 472 PS 020 059

2000 and Beyond: A Report on the Status of Missouri Children.
PUB DATE- 29 Jan 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Child Abuse; *Child Advocacy; Child Health; *Childhood Needs; Children; *Child Welfare; Day Care; Demography; Family Life; Juvenile Justice; Mental Health; Poverty; Profiles; State Programs; Substance Abuse; Welfare Services
IDENTIFIERS- Child Safety; *Educational Issues; *Missouri

The Missouri Children's Services Commission was created in 1983 to address children's needs through coordinated efforts. The commission has published this document with three purposes: (1) to present an outcome-oriented vision for Missouri's young people; (2) to summarize the broad range of conditions that affect the passage from childhood to maturity; and (3) to issue a call to action that connects education and health to family values. The first section of the document profiles Missouri's children according to the numbers of children since 1910; children's age group and race; the birth rate; and family living arrangements. The bulk of the document consists of chapters that discuss the topics of: (1) poverty, including public assistance and youth unemployment; (2) substance abuse,

Phonological Behavior in Toddlers with Slow Expressive Language Development.
SPONS. AGENCY- American Speech-Language-Hearing Association, Rockville, MD.; National Institutes of Health (DHHS), Bethesda, Md.; Portland State Univ., Oreg.
PUB DATE- 91
NOTE- 39p.; An earlier version of this paper was presented at the Annual National Convention of the American Speech-Language and Hearing Association (1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Comparative Analysis; Consonants; *Delayed Speech; *Expressive Language; *Language Acquisition; Language Skills; Oral Language; Phonemes; *Phonology; Preschool Education; Structural Analysis (Linguistics); Syllables; Tables (Data); *Toddlers

Toddlers with slow expressive language development were compared on three global measures of phonological behavior to age-mates with normal speech development. The measures were the average level of complexity of syllable structures, the number of different consonant phonemes produced, and the percentage of consonants correctly produced in intelligible utterances. The groups were found to differ significantly on all three variables. Further analyses broke the groups down into narrower age ranges and revealed differences between youngsters with normal and late speech development. Detailed analyses of the range of phonemes and syllable structures produced, and of the appearance of phoneme classes within syllable structures and positions, revealed that late talkers showed a delayed rather than a deviant pattern of phonological development. The implications of these findings for identifying and monitoring expressive delay in toddlers are discussed. Contains 32 references. (Author/LB)

ED 339 492 PS 020 098

Schatz, Mona Struhsaker; Jenkins, Lowell
Foster Care and the Empowerment Process. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Feb 91
NOTE- 34p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 099-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Caseworkers; Course Descriptions; Family Environment; Feedback; *Foster Care; *Foster Family; Higher Education; *Individual Power; Interpersonal Competence; Postsecondary Education; Questionnaires; Skill Development; Training Objectives
IDENTIFIERS- Caseworker Client Relationship; Colorado State University; *Empowerment; *Family Democracy

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives are for trainees to: (1) explore aspects of individual empowerment; (2) understand the role of family democracy in fostering empowerment in families; and (3)

ED 339 509 PS 020 116

The Spirit of Excellence: Resources for Black Children Ages Eight to Eleven.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 24p.; For other guides in this series, see PS 020 115-118.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- African Culture; Annotated Bibliographies; Audiodisks; Audiotape Recordings; Biographies; Black Achievement; *Black Culture; Black History; *Black Youth; *Childrens Literature; Elementary Education; Family Life; Fiction; Films; Music; Nonfiction; Poetry; Popular Culture; Positive Reinforcement; *Preadolescents; Reading Materials; Role Models; Self Esteem; Songs; Videotape Recordings

The second in a series of four resource guides containing annotated citations of books, records, and audiovisual materials for African-American children and adolescents is presented. The materials offer positive images of black children and realistic depictions of black culture, heritage, and life experiences that are relevant to black children and youth. This guide is directed toward children of 8 to 11 years. It contains brief annotations of 63 books, 12 records and cassettes, and 10 films and videotapes that are appropriate for this age group. Most have publication or release dates after the mid-1970s. Retailers and distributors that carry the items cited in the publication are listed in an appended guide to resources. (LB)

ED 339 510 PS 020 117

The Spirit of Excellence: Resources for Black Youth Ages Twelve to Fifteen.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 25p.; For other guides in this series, see PS 020 115-118.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Adolescents; African Culture; Audiodisks; Audiotape Recordings; Biographies; Black Achievement; *Black Culture; Black History; *Black Youth; Family Life; Fiction; Films; Music; Nonfiction; Poetry; Popular Culture; Positive Reinforcement; *Preadolescents; Reading Materials; Role Models; Secondary Education; Self Esteem; Songs; Videotape Recordings

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ED 339 529 PS 020 146

Family Day Care Advocacy Project, 1991.
PUB DATE- Aug 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discipline Policy; Early Childhood Education; *Family Day Care; National Surveys; *State Agencies; *State Legislation; Zoning
IDENTIFIERS- Caregiver Training; *Day Care Licensing; National Life Safety Fire Code; Regulatory Agencies; Sick Child Care; *State Regulation

This report contains the results of a nationwide survey of state regulatory agencies and is intended to update family day care licensing information gathered in 1990. In May 1991, the central regulatory agency in each of 50 states and the District of Columbia was asked to verify information gathered in the 1990 survey and answer further questions on family day care homes. Introductory sections of this report concern: (1) definitions of terms used in the report; (2) a list of answers, drawn from the survey data, to frequently asked questions about day care center regulation; and (3) a tabular presentation of states' regulations concerning licensing and number of children allowed per home. The bulk of the report consists of a state-by-state listing of the information gathered from the questionnaire. This information is presented in nine categories: (1) regulations and requirements, including an in-depth examination of requirements for large family day care homes; (2) training and orientation; (3) provider qualifications; (4) discipline; (5) zoning; (6) regulations concerning sick children; (7) the National Life Safety Fire Code; (8) a list of local offices; and (9) pending legislation. It is concluded from the study that there is no uniformity among states in the regulation of family day care, and that there are variations among the states in dealing with each of the nine categories. (BC)

ED 339 530 PS 020 147

Child Development Project: Description of Program.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- 88
NOTE- 23p.; For related documents, see ED 308 974 and PS 020 148-149.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Democratic Values; Elementary Education; *Elementary School Students; Ethical Instruction; Interpersonal Competence; Moral Development; Peer Relationship; *Program Evaluation; *Program Implementation; *Prosocial Behavior; *Social Development; *Socialization; Student Attitudes
IDENTIFIERS- California; *Child Development Project; Social Problem Solving

The Child Development Project (CDP) was designed to enhance the development of prosocial characteristics in school children in kindergarten through sixth grade. It was developed and evaluated in a school district (San Ramon) in the San

Information Analysis Products (071)
DESCRIPTORS- Bilingualism; Child Caregivers; *Childhood Attitudes; *Cultural Awareness; Cultural Background; *Cultural Differences; Day Care; Early Childhood Education; Elementary School Curriculum; Ethnic Groups; *Ethnic Stereotypes; *Multicultural Education; Teachers
IDENTIFIERS- Developmentally Appropriate Programs; ERIC Digests

This paper discusses teaching with a multicultural perspective in early childhood education. It is emphasized that a major goal of multicultural education is to help children become accustomed to the idea that there are many lifestyles, languages, cultures, and points of view. Other topics include negative stereotypes and the influence that early childhood educators can have on children's positive attitudes. Five myths associated with multicultural education are presented and dispelled. These are: (1) Other cultures should be presented as distinct ways of living that reflect differences from the dominant culture; (2) Bilingualism is a liability rather that an asset; (3) Multicultural education is only relevant in classes with students who are members of the groups to be studied; (4) There should be a separate, unified set of goals and curriculum for multicultural education; and (5) Mere activities, which are not placed in an explicit cultural context, constitute viable multicultural education curriculum. It is emphasized that the promotion of positive self-concepts for children is essential, as is a focus on activities that highlight the similarities and differences of all children's lives. The challenge for educators is to present an effective multicultural education foundation by means of which all children can learn to accept others. Six references are appended. (GLR)

ED 339 549 PS 020 209

Honig, Alice Sterling; Park, Kyung Ja
Does Early Infant/Toddler Nonparental Care Have Differential Effects on Sex Role Development of Preschool Boys and Girls?
PUB DATE- Dec 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Center for Clinical Infant Programs (Washington, DC, December 6-8, 1991). Table 1 will not reproduce well due to small, filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Aggression; Child Caregivers; *Day Care; Emotional Response; Employed Parents; Infants; Peer Relationship; *Preschool Children; Preschool Education; Preschool Teachers; Sex Differences; *Sex Role; *Social Behavior; Student Behavior; Toddlers

This paper describes a study of the socioemotional functioning of middle-class male and female preschoolers who had experienced varying degrees of nonparental care during the infant/toddler period. A review of the literature revealed that previous research findings from child care programs were inconclusive about potential differential effects on socioemotional development of participation in groups as a function of the child's sex. Three groups of preschoolers (105 preschoolers) from nine different child care centers participated in the study. Children in Group 1 had continuous, full-time, nonparental care that began prior to 9 months of age. Children in Group 2 had part-time, nonparental care that began prior to 9 months of age, and full-time nonparental care thereafter.

Life Survival Skills for Mildly Handicapped Students in Rural
High Schools.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Daily Living Skills; *Employment Potential; High
Schools; *Inservice Teacher Education; *Interpersonal
Competence; Job Skills; *Mild Disabilities; Needs Assessment;
Program Development; Rural Schools; Socialization; Special
Education
IDENTIFIERS- *Survival Skills

This paper describes the activities of 50 rural special education teachers in providing life survival skills education to secondary learning disabled and behaviorally disturbed students as part of a special education inservice program at a land grant university. The program offered a yearlong, 9 credit hour, sequence of courses, which included courses presented via interactive audio telecommunications, an intensive summer session, and a supervised field practice at school. Research shows that when mildly handicapped students seek employment after high school, they often lack skills in socialization and vocational adjustment. Currently, most schools of education do not adequately prepare teachers to develop and implement a life survival skills program, which will benefit mildly handicapped adolescents in the transition from school to adult life, especially in rural areas. The teachers conducted an assessment of the life skill needs of their students and of the employment life skills needs of their rural communities. Local employers, school personnel, former students, parents, and school administrators were involved in the assessment. Subsequently, each teacher designed a life skills program based on the results of the assessment and on the characteristics of the rural schools setting where the program would be implemented. Some of the specific programs designed and implemented by the teachers were: (1) a Vocational Guidance class; (2) social skills training; (3) integration of life skills into reading and math instruction; (4) career education in content areas; and (5) on-the-job training. Barriers to the programs included lack of funds, time, jobs, and transportation. (KS)

ED 339 567 RC 018 404

Education for Migrant Children. Arizona State Plan, Program Year
1992. Authorized under Public Law 100-297, Chapter 1. Hawkins-
Stafford Elementary and Secondary School Improvement Act
Amendments of 1989.
PUB DATE- Sep 91
NOTE- 57p.; Some maps have small type and will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Budgets; *Educational Objectives; Elementary
Secondary Education; Master Plans; Migrant Children; *Migrant
Education; *Migrant Programs; Needs Assessment; Program
Evaluation; State Programs; *State School District
Relationship; *Statewide Planning
IDENTIFIERS- *Arizona; *Migrant Education Program

This document outlines Arizona's 3-year (1991-94) plan for its state migrant education program. The annual statewide needs assessment, based on student data for 1989-90, found that, of used to fill teacher shortages, address declining enrollments, and to ensure educational quality in the midst of school budget constraints. This paper includes approximately 30 citations, a listing of the cost of distance learning classroom equipment and a suggested schedule of payment, a map of current and projected distance learning projects between communities, and a diagram of an interactive distance learning classroom. (LP)

ED 339 585 RC 018 437

Luellen, Janice E.
An Abstract of "A Study of the Native American Early Childhood Education Curriculum 'The Circle Never Ends.'"
PUB DATE- Aug 91
NOTE- 12p.; Abstract of a Ph.D. Dissertation, University of Denver.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *American Indian Education; American Indians; *Curriculum Evaluation; Day Care Centers; Early Childhood Education; Ethnography; Evaluation Methods; Heritage Education; *Multicultural Education; Parent Attitudes; *Preschool Curriculum; Program Evaluation

This paper summarizes an ethnographic study conducted in 1989-1990 assessing the effectiveness of the Denver Indian Center's preschool program in preparing Native American children for the transition to public school. The Center, a fully licensed child care facility, serves an intertribal community of approximately 18,200 Native Americans. The development of literacy, pre-math and other cognitive skills, fine and gross motor skills, social emotional growth, and knowledge of Native American culture is stressed through the curriculum. The researcher, as a nonparticipant observer for the school year, recorded teacher's and children's activities and teacher child interactions. The public school teachers were interviewed to assess their evaluation of the Native American students' achievement. The Iowa Test of Basic Skills, administered by the classroom teachers, provided information about Native American students' achievment in kindergarten, first, and second grade. Results of the study indicate that in kindergarten these Native American students were socially withdrawn and struggling academically. By first and second grade the students became more verbal and some chose to share their cultural heritage with others. Results of a questionnaire revealed that parents were supportive of the preschool curriculum. The study implies the need for the involvement of Native Americans in their children's education in order to foster a cultural identity and to promote awareness of the developmental needs of young children. (LP)

ED 339 586 RC 018 442

The Native Learner and Distance Education: An Annotated Bibliography.
SPONS. AGENCY- Contact North Distance Education Network, Thunder Bay (Ontario).
PUB DATE- Jul 88
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

the materials, as is the view of assessment as a means of guiding instruction. Activities have been field tested by teachers to ensure that they reflect the realities of today's classrooms. The First-Grade Book of the K-6 series begins with a preface describing the rationale for transforming the mathematics classroom into a sense-making experience with new roles for both the student and teacher using carefully selected instructional tools. A format that uses a varied approach provides sample lessons, activities that connect models and manipulatives with concepts and mathematical representations, problems that exemplify the use and integration of technology, teaching strategies, approaches to evaluation, and techniques to improve instruction. The book explores four areas: (1) Patterns; (2) Number Sense and Operations; (3) Making Sense of Data; and (4) Geometry and Spatial Sense. (MDH)

ED 339 603 SE 052 588

Burton, Grace; And Others
Kindergarten Book. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades K-6.
PUB DATE- 91
NOTE- 24p.; For other titles in this series, see SE 052 429, SE 052 560, SE 052 589, SE 052 682, SE 052 735 and SE 052 750. For the document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Concept Formation; Curriculum Development; Curriculum Enrichment; Data Collection; Discovery Learning; *Elementary School Mathematics; Enrichment Activities; Geometry; Kindergarten; *Learning Activities; Manipulative Materials; Mathematical Concepts; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Number Concepts; Pattern Recognition; *Spatial Ability; Teaching Guides; Teaching Methods
IDENTIFIERS- Graphing (Mathematics); *NCTM Curriculum and Evaluation Standards; Number Sense; Patterns (Mathematics)

The "Curriculum and Evaluation Standards for School Mathematics" (1989) provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. The document not only addresses what mathematics students should learn but also how they should learn it. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. Activities have been field tested by teachers to ensure that they reflect the realities of today's classrooms. The Kindergarten Book of the K-6 series begins with a preface describing the rationale for transforming the mathematics classroom into a sense-making experience with new roles for both the student and teacher using carefully selected instructional tools. The format provides sample lessons, activities that connect models and manipulatives with concepts and mathematical representations, problems that exemplify the use and integration of technology, teaching strategies, approaches to evaluation, and techniques to improve instruction. The book explores four areas: (1) Patterns; (2)

Prevention" (J. Osborn); "AIDS, Blood Banking, and the Bonds of Community" (H. Sapolsky); "AIDS in Africa: Diversity in the Global Pandemic" (B. de Zalduondo; And Others); "AIDS in Blackface" (H. Dalton); and "AIDS Prevention through Effective Education" (D. Ostrow). (DB)

ED 339 619   SO 021 073

Hamilton, David
The Uncommon Sense of Curriculum Studies.
PUB DATE- 25 Jun 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Evaluation; *Curriculum Research; Educational Philosophy; *Educational Policy; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- *United Kingdom

Official curriculum thinking in the United Kingdom is at odds with one individual's understanding of contemporary curriculum theory and contemporary curriculum practice. An exposition of the reasons underlying this is explored. Assumptions about the linearity of teaching and learning (that seem to be contained in the official curriculum) are not so readily accepted by British educators. Fundamental problems with the nature and meaning of curriculum need to be debated and discussed. A 7-item list of references is included. (DB)

ED 339 620   SO 021 074

Hamilton, David
From Curriculum to Bildung (Some Preliminary Considerations).
PUB DATE- 90
NOTE- 19p.; A version of this paper was presented at the International Standing Conference for the History of Education (12th, Prague, Czechoslovakia, August 23-26, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Differences; *Curriculum; *Educational History; Educational Philosophy; Elementary Secondary Education; *European History; Foreign Countries; Foreign Culture; Higher Education; Intellectual Disciplines; *Intellectual History; Social Change
IDENTIFIERS- *Bildung (Concept); *Comenius (Johann Amos); Europe; Germany

There exists a longstanding split in European educational thought. Schooling and higher education in the English-speaking world are dominated by the idea of curriculum; whereas in Germany, Scandinavia, and Eastern Europe the intellectual work of students is shaped by the concept of Bildung (students are expected to be self-directed in their choice and pursuit of studies). An exploration of the history of these educational differences is important to understanding the issues presented by potential social and economic, even intellectual union, among the nations of Europe. The paper seeks to bridge the conceptual and historical gulf that divides curriculum from Bildung. First, it recounts the 16th and 17th century circumstances that surrounded the emergence of the curriculum idea. Secondly, it examines the role of 17th century figures, like J. A. Comenius, in the gradual substitution of Bildung for

Curriculum, the use of intellectual tools in analyzing issues of responsibility, helpful hints for conducting class discussions, and how to encourage cooperative learning. The curriculum is organized into four units comprising a total of 10 lessons. Unit 1 is designed to help students understand the importance of responsibility to society and the individual, the numerous sources from which responsibility arises, and the varied ways in which responsibility is promoted in society. Unit 2 helps students understand that the fulfillment of responsibility usually involves both benefits and costs. Unit 3 is designed to increase students' ability to make informed choices among competing responsibilities, interests, and values, and to evaluate decisions made by others. Unit 4 focuses on a different use of the concept "responsibility"--that of referring to a person or groups that have been (or are) responsible for something that has happened. For each of the 10 included lessons, the teacher's guide contains an overview, objectives, materials needed, and teaching procedures. (DB)

ED 339 640 SO 021 442

We the People: Student Text, Level I.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.; Milken Family Foundation, Beverly Hills, CA.
PUB DATE- 91
NOTE- 193p.; For corresponding teacher's guide, see SO 021 443; for equivalent middle school and secondary curricula, see SO 021 444-447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Civics; *Constitutional History; *Constitutional Law; Elementary Education; *Law Related Education; Skill Development; *Social Studies; Student Educational Objectives; United States Government (Course); *United States History
IDENTIFIERS- Founding Fathers of the United States; *United States Constitution

This curriculum, intended to be used in the upper elementary grades, introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed. Its intent is to provide students with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. By gaining such an understanding, students will prepare themselves for the responsibility of citizenship. The curriculum employs a conceptually oriented approach that stresses the development of analytic and evaluative skills. It is intended that students will learn how to apply their understanding and knowledge to a wide variety of political questions and issues. The skills they develop will help them to relate their everyday experiences to basic issues of constitutional government and civic responsibility. The curriculum is organized into five units: (1) What were the Founders' basic ideas about government? (2) How was our Constitution written? (3) How did the Framers organize our government? (4) How does the Constitution protect your basic rights? and (5) What are the responsibilities of citizens? A reference section also is included containing copies of the Declaration of Independence and the Constitution

ED 339 661 SO 021 603

Lied, Nils
Castles of Ice.
PUB DATE- 86
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Cartography; *Childrens Literature; Environment; Foreign Countries; *Geographic Regions; Global Approach; Instructional Materials; Intermediate Grades; Junior High Schools; Physical Divisions (Geographic); Physical Environment; *Scientific Research; Social Studies
IDENTIFIERS- *Antarctica; Dogs; *Explorers; Huskies

Intended for students aged 11 to 13 years, this is the true story of an Antarctic exploration as told by one of the participants. In 1956, he and two companions, along with a team of huskies started from the Australian base at Mawson, Antarctica and journeyed across the sea ice to locate the Douglas Islands and fix them on the map. The story tells the reader much about life in Antarctica. Children learn about the love the dog handler has for his huskies, which are still used in Antarctica. Readers gain a glimpse of the difficulties the explorers encountered as they battled the elements from tide cracks to blinding blizzards. Youngsters learn of the hardships of traveling, cooking, sleeping, and carrying on scientific work in the harsh Antarctic environment. Numerous photographs appear throughout the story. A glossary is included, as is a list of other materials about Antarctica for students. (DB)

ED 339 662 SO 021 604

Deitch, Kenneth M.; Weisman, JoAnne B.
Dwight D. Eisenhower: Man of Many Hats. With a Message from John S. D. Eisenhower. Picture-Book Biography Series.
PUB DATE- 90
NOTE- 53p.; Illustrated by Jay Connolly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Biographies; *Childrens Literature; Elementary Education; *Presidents of the United States; Social Studies; United States History; World War II
IDENTIFIERS- *Eisenhower (Dwight D)

A biography of Dwight D. Eisenhower is presented in this book for young children. Born in Denison, Texas, Eisenhower was reared on a farm in Abilene, Kansas. After graduating from Abilene High School, he went on to attend the United States Military Academy at West Point. Among his many career highlights were earning the ranks of five-star general in the U.S. Army, serving as the President of Columbia University, and becoming the 34th President of the United States. Accompanying the text are numerous photographs and original water color paintings based on news photos. (DB)

ED 339 663 SO 021 605

Cryan-Hicks, Kathryn T.
W. E. B. Du Bois: Crusader for Peace. With a Message from Benjamin L. Hooks. Picture-Book Biography Series.
PUB DATE- 91

ED 339 683 SP 033 387

Sato, Manabu; And Others
Practical Thinking Styles of Teachers. A Comparative Study of Expert and Novice Thought Processes and Its Implications for Rethinking Teacher Education in Japan.
PUB DATE- Jul 90
NOTE- 23p.; Paper presented at the Annual Symposium of the Japan-United States Teacher Education Consortium (3rd, Tokyo, Japan, July 8-12, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Case Studies; *Cognitive Style; Comparative Analysis; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- *Experienced Teachers; Japan; Knowledge Base for Teaching; Professionalization of Teaching; *Teacher Thinking

The purpose of this research was to: (1) ascertain the existence and functions of practical thinking styles, illuminating teachers' thought processes; (2) identify practical thinking styles of experts (N=5) and compare them with those of novices (N=5); and (3) present several implications for rethinking teacher education in Japan. Qualitative and quantitative methods were used to analyze subjects' reactions to a videotaped lesson given by an expert teacher. Results suggested several characteristics of excellent practical thinking styles demonstrated by expert teachers: (1) thinking in action; (2) multiple points of view and a wide perspective; (3) active, sensitve, and deliberative involvement in a situation; (4) content-relevant, cognition-relevant, and context-relevant thinking; and (5) problem-framing strategy in a context. To make teachers more intellectual, more autonomous, and more creative, great importance should be attached to case methods rather than lecture methods in preservice and inservice teacher education. (IAH)

ED 339 684 SP 033 388

Sato, Manabu
Case Method in Japanese Teacher Education: Traditions and Our Experiments.
PUB DATE- Jul 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Japan-United States Teacher Education Consortium (4th, Stanford, CA, July 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; *Teacher Education Curriculum; *Textbook Content
IDENTIFIERS- *Case Method (Teaching Technique); *Japan

The case method is a key tool that teachers can use to develop their practical knowledge and practical thinking styles in both preservice and inservice education. The case method in Japanese teacher education has been a major approach for more than 100 years. The approach to case method described here has been implemented in five settings: (1) the use of case studies in

ED 339 702 TM 017 313

Gonzalez-Tamayo, Eulogio
A Closer Look at Test Scores, Selection and Prediction.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Testing; Culture Fair Tests; *Elementary School Students; Foreign Countries; Grade 1; High Achievement; Low Achievement; Minimum Competency Testing; *Predictive Measurement; Predictive Validity; Primary Education; Regression (Statistics); *School Readiness Tests; *Scores; Student Evaluation; *Test Use; Test Validity
IDENTIFIERS- *Test of Basic Concepts (Gonzalez Tamayo)

Test scores on the Test of Basic Concepts, a school readiness test, were compared with actual performance in school for 186 low-scoring and 133 high-scoring groups of first graders from Spain at the beginning of the school year to explore the issues of competence testing and prediction of performance. The measure of school performance was derived from teacher evaluations at the end of the school year. Data were analyzed in terms of: (1) validity of the decisions based on both validity coefficients and correct classifications; (2) fairness of the classifications; and (3) the meaning and impact of overpredictions and underpredictions. In every analysis, predictor test scores, when used for selection, favored high-scoring groups and individuals. The findings are supported by an analysis of the regression line. Implications of the findings for test use in selecting applicants or for determining competence are discussed. Three tables and one graph present study data. There are 13 references. (SLD)

ED 339 703 TM 017 337

Jones, Marshall B.
Serial Averaging in the Construction and Validation of Performance Tests.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 9 Jul 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; Higher Education; *Military Personnel; *Performance Tests; Predictive Validity; Psychometrics; Scoring; *Test Construction; Testing Problems; Test Reliability; Test Validity; *Undergraduate Students
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Performance Based Evaluation; *Serial Averaging; Subset Analysis

The microcomputer has increased interest in performance testing, which samples what a person can do rather than what he or she knows. Conventional psychometric theory is based on knowledge tests, but in performance testing the unit of analysis is a trial, and it is unreasonable to assume that mean performance and interim correlations are independent of order of administration. For example, performance typically improves with practice. Both reliability and temporal stability frequently encounter optima as a performance test is lengthened. Scoring all trials administered may not yield the best predictive validity; rather, scoring a subset of trials

DESCRIPTORS- Analysis of Variance; *Case Studies; *College Freshmen; Correlation; Educational Experiments; Factor Analysis; Generalizability Theory; Higher Education; *Research Methodology; Student Attitudes; Student Evaluation; Student Reaction; *Writing (Composition); Writing Apprehension
IDENTIFIERS- *Empirical Research; Open Ended Questions

There is a natural tension between experimentally designed studies and case studies, which differ in that they are not concerned with the interaction of variables in the quantitative and statistical sense. This paper describes a study that was not experimentally designed, but its major findings were generalizable to the overall population of writers in college freshman composition classes. The study was not a case study, but it provided insights into the attitudes and feelings of small clusters of student writers. The study used analysis of variance to determine whether or not a relationship existed among three factors: (1) writing apprehension; (2) inclination to write voluntarily; and (3) quality of composition. There was no control group; the study was correlational, and because of the number of subjects (255 college freshman) and the scrupulous consistency of statistical treatment procedures, it was generalizable. A series of factorial analyses was made of student responses to open-ended questions, and a subsequent analysis was made of specific expressions within the response categories on tally sheets constructed from subject responses. With these definitions, seven uniquely discernible levels of writing apprehension emerged, made more definite by inclusion of an additional response category. The study illustrates the importance of quantitative and case study analyses. It is concluded that researchers can benefit from using both approaches. Four tables present study data. There is an 18-item list of references. (SLD)

ED 339 722 TM 017 557

Kaufman, Phillip; Rasinski, Kenneth A.
Quality of the Responses of Eighth-Grade Students in NELS:88--National Education Longitudinal Study of 1988. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Comparative Analysis; *Data Collection; *Grade 8; Junior High Schools; *Junior High School Students; *Longitudinal Studies; *National Surveys; Quality Control; Questionnaires; Reliability; *Student Reaction; Validity
IDENTIFIERS- Baseline Data; *National Education Longitudinal Study 1988; Response Meaningfulness

The base-year survey of the National Education Longitudinal Study of 1988 (NELS:88) took place in spring 1988. Data on a variety of topics were obtained by questionnaires and achievement tests administered to a national probability sample of 25,000 eighth-graders. This report presents results of an examination of the quality of responses of eighth-grade students to a subset of variables available in the NELS:88 database. The quality of the data was assessed several ways. The correspondence between parent and student responses to similar items on the survey instruments was examined. When data were available, the study examined consistency among responses to related items. Finally, the reliability of several scales created from NELS:88 data was decision making. Areas discussed are the following: (1) the need for futures planning for higher education and the use of the alternative approach to planning as fulfilling that need; (2) an explanation of the alternative approach model compared to traditional long-range planning models; and (3) an explanation of how implementing the model's methodology can assist the institution in becoming more alert to what is happening in the world, make better assumptions as to how the world works, and assist in expanding the vision of possibilities, opportunities, and threats confronting higher education, its institutions, and its research agendas. A chart presents the results of small group consideration including events nominated as potentially affecting higher education and their implications. Contains seven references. (GLR)

ED 339 287 HE 025 072

Chiang, Linda H.
Higher Education Criticism: Do University Faculty Members and Community Professionals Have Different Viewpoints?
PUB DATE- 16 Oct 91
NOTE- 7p.; Paper presented at the Mid-Western Educational Research Conference (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Attitudes; Comparative Analysis; *Educational Objectives; Educational Responsibility; Higher Education; Opinions; Postsecondary Education; Professional Personnel; Responses; *Role of Education; Sex Discrimination; Social Status; Success; Surveys; *Teacher Attitudes

This paper presents results of a survey that focused upon responses from college faculty (N=33) and community professionals (N=56) in the following areas: the goals of higher education; success factors of higher education; attitudes and values held about higher education; gender discrimination in higher education; and perceived social status of college faculty members. Data collected from the study reveal the following: (1) both groups perceived that "to transmit knowledge" was the most important role of higher education; (2) success factors of college teachers were "classroom teaching" and "scholarly efforts" as viewed by college faculty, and "classroom teaching" and "producing new knowledge" as viewed by community professionals; (3) both groups viewed higher education as playing an important role in formulating student attitudes and values; (4) females from both groups reported that gender discrimination is a cause of concern (males were less concerned); and (5) faculty members perceived their social status as equal to or below that of other professionals, while community professionals perceived faculty members as having equal or higher social status to other professionals. Conclusions and suggestions based on the findings are provided. Contains eight references. (GLR)

ED 339 288 HE 025 073

Hensley, Wayne E.
The Measurement of Stress among College Students.
PUB DATE- 31 Oct 91
NOTE- 17p.; Paper presented at the Speech Communication Association Convention (Atlanta, GA, October 31-November 3, 1991).

relationships with faculty, enhance their academic success. A sense of academic progress is important to this group. Research on Hispanic students indicates that many enter college several years after they have graduated from low-income, minority high schools, have poor records of achievement, little motivation, and uncertain goals. Many live at home, are uninformed about financial aid and have no models. Yet Hispanics have great respect for higher education and college professors in particular. Findings on Asian American students indicate that although their achievement patterns suggest otherwise, many consider themselves members of a minority group and need the same services available to other "at-risk" populations. Research on women finds that they perform best when challenged and supported or forced to use higher-order cognitive skills to reach expected outcomes. Overall the findings indicate that classroom experiences are important to students. Included are over 70 references. (JB)

ED 339 306 HE 025 091

Gmelch, Walter H.; Burns, John S.
Sources of Stress for Academic Department Chairs: A National Study. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 91
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; College Faculty; Conflict Resolution; *Department Heads; Faculty College Relationship; Higher Education; Intellectual Disciplines; Recognition (Achievement); Sex Differences; *Stress Variables; *Teacher Role
IDENTIFIERS- Administrative Stress Index; *ASHE Annual Meeting; Biglan Model

This multidimensional study examined the stress experienced by academic department chairs with emphasis on the chair's "person in the middle" role between faculty colleagues and the institution's administration. The study combined factors from the Administrative Stress Index with the Faculty Stress Index to develop a single, multidimensional instrument which focused on task-based factors, role-based factors, conflict-mediating factors, reward and recognition factors, and professional identity factors. The sample consisted of 808 chairs from 101 institutions. Participants were from academic disciplines stratified by Biglan's eight cell classification of the six characteristics of the subject matter of disciplines: hard versus soft, applied versus pure, and life versus nonlife. Examples of cells are: hard-pure-nonlife (e.g., chemistry); and soft-pure-nonlife (e.g., English). Of those sent the survey, 564 responded. The results of the study indicated that stress appeared to be monolithic in its effect. No differences were found among men and women chairs, age differences of chairs, chairs in different disciplines (except for the professional identity factor), and whether chairs were oriented toward faculty or administration. Department chairs appeared to have more similarities than differences across disciplines. The conflict-mediating role of the chair position is the most stressful and may influence chairs' willingness to serve again. Included are 5 tables and 47 references. (JB)

ED 339 307 HE 025 092

predicting educational outcomes of American Indians (AIs) and Alaskan Native (ANs). It introduces a prominent statistical procedure to assess models with empirical data and shows how the results can have implications for theory, practice, and future research. The research design and assessment method involved a sample of 197 sophomores and 191 seniors from the High School and Beyond study conducted by the National Center for Education Statistics from 1980 to 1986. Theoretical implications and implications for practice based on the results of the assessment are discussed as well as implications for future research. The findings suggest that family background, postsecondary intentions (both prior to and during college), and formal and informal academic integration were central to postsecondary outcomes for both cohorts. In addition, important aspects of the Tinto model for the sophomore cohort included the effects of academic skills, personal abilities, and prior schooling on initial postsecondary intentions. For the senior cohort, initial postsecondary intentions and goal commitment were also important factors influencing academic integration. Contains 54 references. (GLR)

ED 339 325 HE 025 110

Peek, Robin P.; Goldstein, Andrew S.

Using Time-line Methodology for Finding Adult Student College Selection Information Behaviors: An Exploratory Study of the Methodology. ASHE Annual Meeting Paper.

PUB DATE- Nov 91

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Adult Students; *College Choice; *Decision Making; Evaluative Thinking; Higher Education; Information Utilization; Interviews; *Nontraditional Students; *Research Design; *Research Methodology

IDENTIFIERS- *ASHE Annual Meeting

This exploratory study examined the college search processes of 25 non-traditional adult students at two central New York State community colleges. Using a modified time-line interview, a method developed in communication and information sciences, the researchers found that the college student's choice process was significantly different for the nontraditional students than demonstrated in the traditional models. Among the frequently mentioned influences in college choice by adult students was cost and location. The college selection process was also found to be quite brief; most deliberations centered around the actual act of returning to school. The results of the study suggested that the time-line interview methodology was successful in eliciting the college selection process from these students. Contains 9 references. (GLR)

ED 339 326 HE 025 111

Pike, Gary R.

Dimensions of Academic Growth and Development During College: Using Alumni Reports to Evaluate Education Programs. ASHE Annual Meeting Paper.

PUB DATE- 31 Oct 91

NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, improvement in both visual perception and thinking skills. Additionally, the completeness and substance of student answers to essay questions showed improvement. (20 references) (DB)

ED 339 344 IR 015 286

Mazikana, Peter C.
Archives and Records Management for Decision Makers: A RAMP Study.
PUB DATE- Mar 90
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Archives; *Decision Making; Developed Nations; Developing Nations; Foreign Countries; Information Management; Information Needs; Library Administration; National Programs; Policy Formation; *Records Management; Surveys; *User Needs (Information)

Intended to highlight those aspects of the archival field that government officials should be aware of, this report on the Records and Archives Management Programme (RAMP) outlines the major principles of records management and archives administration, identifies the information needs of the decision makers, and assesses the ways in which records and archives are being handled and the extent to which the needs of the decision makers are being satisfied. It also draws attention to the advantages that accrue when records and archives are used in decision making and the adverse consequences that can result when decisions are made without adequate reference to records and archives. The report is based primarily on information and data that were gathered through two questionnaires circulated in early 1989 to category A members of the International Council on Archives and to the National Archives of selected countries. Responses to the second questionnaire were received from ministries and departments in Australia, Botswana, Singapore, Yugoslavia, and Zimbabwe. This report covers the origins of records and archives; records and archives in decision making; various procedures involved in records management; archival procedures; planning for archives; legislative authority; staffing; and the responsibilities of archivists and of decision makers. Lists of institutions that responded to the two questionnaires are appended as well as a table showing the staffing levels for archives in relation to the population in 52 countries. (DB)

ED 339 345 IR 015 287

Mays, M. E.; Lumsden, D. Barry
Computers and Telecommunications at National Technological University.
PUB DATE- 89
NOTE- 7p.; Reprinted from: University Computing v12 n2 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; Computer Networks; *Continuing Education; Cost Effectiveness; *Distance Education; Educational Innovation; Educational Television; Electronic Mail; *Engineering Education; Higher Education; National Programs; Nontraditional Education; *Telecommunications

These components of an interactive video (IVD) program include visual information in a variety of formats, audio information, and instructional techniques, all of which must be coordinated prior to the production of the actual videodisk. Assumptions were made that users of the program would have prior experience using microcomputers and hypermedia functions, specifically the Macintosh Hypercard computer software system. It was also assumed that users were familiar with computer assisted instruction and interactive video developmental procedures such as storyboarding, scripting, video editing, and computer graphic development. Interactive video design process models were reviewed and modified for the study, and then combined with computer software development and evaluation to arrive at the final Interactive Design Management System (IDMS). The IDMS was evaluated by three interactive video program designers to gauge its developmental utility, efficiency, user-friendliness, and instructional utility. It was concluded that the IDMS works well particularly for novices, but it may be too extensive for many IVD design projects. Appendices include interview questionnaires, a summary of the models reviewed, model documentation, a software manual for the IDMS, and completed evaluation forms. (32 references) (DB)

ED 339 362 IR 015 313

Teaching and Learning with Technology. Evaluation Report.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Curriculum Development; Educational Environment; *Educational Technology; Educational Television; Electronic Classrooms; Grade 3; Grade 4; Grade 5; *Inservice Teacher Education; *Instructional Effectiveness; Intermediate Grades; Interviews; Microcomputers; Optical Data Disks; Primary Education; Questionnaires; Staff Development; Telecommunications; *Use Studies; Videodisks
IDENTIFIERS- *Teaching and Learning with Technology Project MI

The Teaching and Learning with Technology Project was funded by Oakland Schools, Oakland County (Michigan), in 1987 to bring together in an elementary school those technologies that will be key components of schools in the future with an instructional program designed to prepare students for the information age. The project had the following objectives: (1) to explore and identify classroom applications for educational technologies such as microcomputers, instructional television, videodiscs, CD-ROM, and telecommunications; (2) to design staff development programs to assist teachers in making effective use of technology to accomplish curricular objectives; and (3) to study the impact of technology on teaching and learning. The project focused on third, fourth, and fifth grade classrooms in one elementary school over a 3-year period; data was collected by classroom observation, interviews, and achievement tests. Results of comparisons between treatment and control classrooms indicated that the classrooms differed in the amount of technology available, number of technologies used, and ways in which technology was used to meet curricular objectives. The overall results of the experimental program were favorable. Appendices contain questionnaires, achievement test scores, a word checklist, a teacher survey instrument, statistical data, and 11 case studies of participating students. A separately published "Executive Summary" has been appended. (9 references) variety of preservation strategies and insights. The remaining sections focus on: (1) the organization, support, and 1990-1991 initiatives of the commission; (2) technical assessment; (3) the International Project; (4) librarian and archivist education; (5) archival preservation; (6) the Brittle Books Program; (7) scientific research and improvement of materials; (8) institutional programs; and (9) the dissemination of information by the commission to preservation audiences. Appended materials include a list of the commission's reports and publications for the fiscal year; lists of the members of commission committees, task forces, and the Board of Directors and staff; and the commission's audited financial statements. (MAB)

ED 339 380 IR 053 833

Roy, Loriene, Ed.
Pathfinders on Black Dance in America.
PUB DATE- 91
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Assignments; *Black Achievement; College Libraries; *Dance; Higher Education; Library Collections; Library Guides; Reference Materials; Student Developed Materials; *United States History
IDENTIFIERS- *Pathfinders; University of Texas Austin

This is a compilation of 18 pathfinders (i.e., a bibliographic instruction aid) on black dance in America, prepared by graduate students in the "Information Resources in the Humanities" and the "Information Resources in the Social Sciences" classes in the Graduate School of Library and Information Science at the University of Texas at Austin. The pathfinders were prepared to assist undergraduate students enrolled in a dance history class in locating information for oral presentations at a symposium on black dance. The collection of pathfinders is introduced by a description of the assignment by Loriene Roy, and a background note and outline of topics, both prepared by Ann Daly. The 18 pathfinders are grouped by six themes: Popular Entertainment; Classical Tradition; the Black Experience I (Reviving African Roots); the Black Experience II (Black Is Beautiful); Contemporary Masters; and the Social Vernacular. The individual pathfinders are entitled: (1) "Josephine Baker" (Kay Nilsson); (2) "Juba, William Henry Lane" (J'Nevelyn White); (3) "Bill 'Bojangles' Robinson" (Chris Mannix); (4) "Arthur Mitchell" (Michael McElwain); (5) "Dance Theatre of Harlem's Creole 'Giselle'" (Cathy Curren); (6) "The Harlem Renaissance" (Rob Kohler); (7) "Pearl Primus" (Cindy Lennartson); (8) "Katherine Dunham" (Rima O'Connor); (9) "Charles Moore" (Clay-Edward Dixon); (10) "Asadata Dafora Horton" (Katie Hays); (11) "Alvin Ailey" (Kathryn Hill); (12) "Donald McKayle" (Angela Dorau); (13) "Urban Bush Women" (Larry Gainor); (14) "Black American Concert Dance Pioneers: Edna Guy, Hemsley Winfield, Eugene Von Grona" (Melba Valdez); (15) "The Lindy Hop" (Linda Clark); (16) "The Hoofers Club" (Silvia Stewart); (17) "The Twist" (Jennifer Coggins); and (18) "Breakdancing" (Mimi McKay). A pathfinder evaluation sheet is appended. (MAB)

ED 339 381 IR 053 834

Franklin, Hugh; And Others
Arranging Materials and Services in a University Library

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Aptitude; Computers; Economic Factors; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Information Technology; *Microcomputers; Physical Disabilities; Sex Stereotypes; *Technological Advancement
IDENTIFIERS- ERIC Digests

This examination of the relationship that exists between technology and students warns that, although technology is routinely touted as a potentially powerful agent of educational reform, technology and equity are not inevitable partners. A review of the literature on computer equity reveals that many students--not only minority, disadvantaged, and inner-city, but also female, handicapped, and rural--have been hampered by inequitable access to microcomputers and by widespread patterns of inequitable distribution and use of microcomputers within and across schools. It is argued that limited hardware and software can in turn lead to scheduling patterns that favor higher-ability students. Other factors that can limit computer access to selected groups are also identified, including location of hardware in areas restricted to advanced students, setting unnecessarily difficult prerequisites for computer courses, lack of adaptive devices or special software for handicapped students, and software that incorporates stereotypes. Examples of research findings on computer equity for various categories of students are given, and it is concluded that active, committed involvement by equity advocates concerned about the needs of underserved groups is necessary to ensure equity with and through technology, especially as CD-ROM and online searching enter the curriculum. (17 references and 6 additional readings) (MAB)

ED 339 401   JC 910 417

Koltai, Leslie
Community Colleges: Making Winners out of Ordinary People.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; College Role; *Community Colleges; Declining Enrollment; *Educational Finance; *Educational Trends; Enrollment Trends; Financial Exigency; *Financial Support; Job Training; *Role of Education; School Business Relationship; Two Year Colleges

Since 1947, public community colleges have grown faster than any other sector of higher education. Despite the dynamism of the community college movement, the early 1980's saw the beginning of a period of financial retrenchment, fear of declining enrollments, and skepticism about the future. From 1983 through 1987, the number of associate degrees awarded by community colleges declined by 9 percent. In addition, the influx of underprepared students during this period forced community colleges to improve their planning, and to try new approaches to remediation and occupational preparation. To address the decline in the numbers of traditional college-age youths, many community colleges have turned recruitment efforts towards adults, signed training agreements with local employers, and initiated federally-funded job training programs for the

IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Yakima Valley Community College District 16 WA

The collective bargaining agreement between the Board of Trustees of Community College District No. 16 and the Yakima Valley College Federation of Teachers (YVCFT) is presented. This contract, covering the period from January 1, 1990 to June 30, 1992, deals with the following topics: bargaining agent recognition; recognition of rights and functions of employer; YVCFT rights; YVCFT/management relations; grievance procedure; no strike or lockout; scope of agreement; working conditions applicable to all academic employees, including job descriptions and provisions related to appointments and temporary contracts, changes in duties and transfers, assignments in the performing arts and athletics, nondiscrimination, unsafe conditions, selling of textbooks and materials, academic freedom, vocational teaching and certification requirements, insurance, clean indoor air, use of tobacco products, drug-free workplace and drug testing, and sexual harassment; working conditions applicable to full-time academic employees; tenure considerations; dismissal; working conditions applicable to part-time academic employees; curriculum development and governance; professional leave; personnel issues; minimum qualifications for new academic employee positions; and duration and conditions of the agreement. Appendixes provide workload standards, the faculty salary schedule, part-time faculty compensation, extended days for assignments in the performing arts and athletics, and the calendar agreement. (JMC)

ED 339 419 JC 910 558

Agreement by and between the Board of Trustees of Whatcom Community College District No. 21 and Whatcom Community College Federation of Teachers, September 1, 1989 through August 31, 1991.

PUB DATE- 89

NOTE- 48p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Full Time Faculty; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; Part Time Faculty; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Whatcom Comunity College District 21 WA

The collective bargaining agreement between the Board of Trustees of Whatcom Community College District No. 21 and the Whatcom Community College Federation of Teachers is presented. This contract, covering the period from September 1, 1989 through August 31, 1991, deals with the following topics: bargaining agent recognition; board-union relations; union activities and privileges; hiring, assignment, and contracts; workload; compensation; employee benefits; leaves; personnel policies; college governance issues related to instructional divisions and college committees; academic freedom and rights; performance expectations; grievance procedures; professional development; working conditions; rules and regulations governing tenure; dismissal of a tenured or probationary faculty member for sufficient cause; reduction-in-force policy;

bibliography; (5) Organizational Pattern--the handbook should be organized in an easily accessible manner; (6) Typing and Printing--various options are available for preparing the manuscript and binding the handbook; and (7) Revision--normally, the handbook will be updated annually, but a looseleaf binder may be updated more often and less expensively. Additional notes and suggestions for handbook development are included. (JMC)

ED 339 436 JC 910 578

The Academic Senate for California Community Colleges
Resolutions, 23rd Fall Session.
PUB DATE- 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); Admission (School); Affirmative Action; College Curriculum; *College Governing Councils; College Students; Committees; Community Colleges; Cultural Differences; Faculty Development; General Education; Grading; Tuition; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges

Documenting the 1991 fall session, this report provides resolutions adopted by the Academic Senate for the California Community Colleges. The resolutions are divided into the following 13 categories and topics: (1) the Academic Senate, including research, rules and procedures, and attendance at meetings; (2) accreditation, including self-study reports and site visitation teams; (3) affirmative action/cultural diversity, including cultural diversity workshops and student equity reports; (4) curriculum, including committees and subcommittees; (5) faculty development, including local leadership training, new faculty orientation, and tenure evaluation; (6) general concerns, such as hazardous materials disposal handling and disposal costs; (7) grading policies; (8) intersegmental general education transfer curriculum, including literature courses and implementation issues; (9) local senates, including sexual harassment, funding academic senates, and support for local senates; (10) matriculation; (11) professional standards, including those related to contract education and administrative evaluations; (12) students, including tuition and access; and (13) vocational education, including minimum qualifications for occupational programs. Resolutions referred to the executive committee are highlighted in a separate section. Appendixes provide the status and position of the Community College League in the California Community Colleges, Academic Senate bylaws and rules, student equity proposals for action, a response to affirmative action regulations, and notes on proposed matriculation regulations. (JMC)

ED 339 437 JC 910 579

Levin, Bernard H.; Clowes, Darrel A.
From Positivism to Post-Modernism: Can Education Catch up with the Paradigm Shift?
PUB DATE- Mar 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Virginia Social Science Association (Newport News, VA, March 22-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

projects. More than 150 other individuals submitted prepared statements to the task force. Almost all these individuals were young people; several were representatives of service organizations. (BC)

ED 339 453 PS 019 746

Maccoby, Eleanor E.; Buchanan, Christy M.
Conflict in Divorcing Families.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attachment Behavior; *Child Custody; Children; Conflict Resolution; *Divorce; *Emotional Problems; Family Problems; *Hostility; Longitudinal Studies; *Parent Child Relationship; Parents; Spouses
IDENTIFIERS- *Coparenting

Parental conflict as it occurs in the context of divorce was studied in an effort to determine the role that conflict plays in a variety of psychosocial problems in children. Data were drawn from a 5-year longitudinal study of about 1,000 families who filed for divorce in 1984. The first phase of the study involved a series of interviews with the divorced parents over a 3-year period. In the second phase, the adolescent children in the families were interviewed about 4.5 years after their parents separated. Research areas investigated included interparental hostility, discordant coparenting, conflict between custodial parents and adolescents, the adolescent's relationship with both parents, loyalty conflicts, and the adolescent's bonding with each parent. Although data analysis was not complete at the time of this progress report, it is suggested that when children maintain contact with two parents who exhibit high hostility toward each other, there is risk to the children. It is tentatively concluded that it is best for children to see both parents only if the parents can cooperate to a reasonable degree. Although many children suffer from the parent conflicts involved in divorce, it is not inevitable that their level of functioning will be impaired. (LB)

ED 339 454 PS 019 764

Monsey, Toni V. C.; And Others
The Relationship between Mothers' Epistemological Perspectives and Their Communication Strategies with Their Young Children.
SPONS. AGENCY- Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.
PUB DATE- 19 Apr 91
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Child Development; *Communication Skills; *Epistemology; *Mother Attitudes; Mothers; *Parent Child Relationship; *Poverty; Rural Environment; *Young Children

This study examined the relation between mothers' epistemological perspectives and their use of communication strategies with including the process of educating children about the effects of drug use; (3) child welfare, including child abuse and foster care; (4) children's health care, including infant mortality and medicaid; (5) mental health, including treatment of children with emotional disturbances and developmental disabilities; (6) education, including literacy and the problem of dropping out of school; (7) juvenile justice, including the use of community-based services; (8) child safety, including home and car accidents; and (9) child care, including facility licensing issues. The final section of the document issues a call to action to help Missouri's children. Sixteen objectives are listed for improving health care, parent-school partnerships, and providing a safe environment. (BC)

ED 339 473 PS 020 061

Morris, Patricia McGrath; And Others
Heading for a Health Crisis: Eating Patterns of America's School Children.
SPONS. AGENCY- Kaiser Foundation, Oakland, Calif.
PUB DATE- Sep 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Advocacy; *Child Health; *Eating Habits; Elementary Education; Elementary School Students; Federal Programs; *Low Income Groups; *Lunch Programs; *Nutrition
IDENTIFIERS- Caloric Values (Nutrition); Carbohydrates; Cholesterol; Fats; *School Lunch Program; Vitamins

This study, which was conducted by a national consumer advocacy organization, examined the nutritional adequacy of the diets of elementary school children. The study also examined the nutritional adequacy of meals served in the National School Lunch Program (NSLP). The study determined that: (1) children consume too much fat, cholesterol, and sodium, and too few carbohydrates; and (2) children in households that are below 50 percent of the poverty level have an inadequate caloric intake, and inadequate intakes of vitamin A, calcium, and iron. It was found that the NSLP plays a major role in the diets of elementary school children. Children's nutrient intake from the NSLP was higher in fat and sodium and lower in carbohydrates than was children's average daily intakes. The study recommends that: (1) the U.S. Surgeon General undertake a children's nutrition campaign; (2) Congress mandate that federally subsidized children's meal programs conform to U.S. Dietary Guidelines; (3) the U.S. Department of Agriculture make lower fat and high fiber foods available to federally subsidized children's meal programs; and (4) the nutrition status of the nation's children be regularly monitored. (BC)

ED 339 474 PS 020 062

Zuber, Susan Way
Increasing Public Awareness and Developing Community Based Strategies for Quality School-Age Child Care Initiatives.
PUB DATE- 91
NOTE- 82p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- After School Programs; *Community Involvement;

learn to use people-oriented skills to foster empowerment. The module consists of three lectures. Lecture 1 considers the definition, source, and context of personal empowerment. Lecture 2 considers family empowerment, especially in terms of the concept of family democracy. Components of family democracy include rule making, communication patterns, and individual rights and responsibilities in the family. Lectures 1 and 2 include exercises for participants. Lecture 3 considers empowerment in professional practice. An exercise involves discussion of the assumptions underlying the empowerment process and key principles for empowering people. A series of charts lists skills relevant to interviewing, making personal contracts, establishing personal boundaries, and solving problems. A case vignette provides an example of the empowerment process. Two references are cited. A five-page form for evaluating the module is included. (BC)

ED 339 493 PS 020 099

Schatz, Mona Struhsaker; Horesji, Charles
Guidelines for Foster Parent--Birth Parent Involvement. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Feb 91
NOTE- 39p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108. The survey form, which is printed on dark colored stock, may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biological Parents; Caseworkers; Childhood Needs; Course Descriptions; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; Parent Attitudes; *Parent Child Relationship; Parent Influence; *Parent Participation; Parent Rights; Postsecondary Education; Questionnaires; Training Objectives
IDENTIFIERS- Colorado State University; *Parent Visitation

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) the importance of biological parents' involvement to a foster child; (2) the relationship of biological parents' involvement to children's adjustment to foster care; (3) the foster parents' encouragement of visitation by a child's biological family; (4) biological parents' legal rights; and (5) foster parents' facilitation of biological parents' involvement in their child's foster care. This module consists of three lectures. Each lecture includes reading material and exercises for individuals or groups. Lecture 1 compares the expectations of foster and biological parents for biological parents' involvement in the foster child's life and lists reasons why such involvement is important. A vignette describes the different expectations of two sets of parents. Lecture 2 suggests ways in which biological parents can be involved in foster care. Lecture 3 considers the problems and benefits of visitation by biological parents. Three vignettes illustrate these problems and benefits. A list of seven suggested readings is provided. A five-page form for evaluating the module is appended guide to resources. (LB)

ED 339 511 PS 020 118

The Spirit of Excellence: Resources for Black Youth Ages Sixteen and Older.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 25p.; For other guides in this series, see PS 020 115-117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Adolescents; African Culture; Audiodisks; Audiotape Recordings; Biographies; Black Achievement; *Black Culture; Black History; *Black Youth; Family Life; Fiction; Films; High Schools; Music; Nonfiction; Poetry; Popular Culture; Positive Reinforcement; Reading Materials; Role Models; Self Esteem; Songs; Videotape Recordings; *Young Adults

This publication is the last of a series of four resource guides containing annotated citations of books, records, and audiovisual materials for African-American children and adolescents. The materials offer positive images of black youth and realistic depictions of black culture, heritage, and life experiences that are relevant to black youth. This guide is directed toward youth of 16 years and older. It contains brief annotations of 28 books, 14 records and cassettes, and 35 films and videotapes that are appropriate for this age group. Most have publication and release dates after the mid-1970s. Retailers and distributors that carry the items cited in the publication are listed in an appended guide to resources. (LB)

ED 339 512 PS 020 119

Moore, Evelyn K.
Our Children: Miles To Go, Promises To Keep.
PUB DATE- 16 May 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Black Youth; *Child Advocacy; Child Health; *Child Welfare; Day Care; Equal Education; Family Environment; Family Programs; Federal Legislation; *Federal Programs; *Government Role; Health Needs; Housing; Nutrition; *Public Policy
IDENTIFIERS- Elementary Secondary Education Act; *National Issues; Project Head Start; Women Infants Children Supplemental Food Program

This discussion of the economic, social, health, and educational crisis facing African-American children is based on 20 years of statistical data and the history of U.S. legislative programs for the benefit of children in this century. It is noted that children in general are not valued in the United States, and that African-American children in particular occupy a low priority on the American public policy agenda. The limitations of the well-intended Great Society programs for children are described, with specific attention given to Head Start (authorized under the Economic Opportunity Act of 1964), the Special Supplemental Food Program for Women, Infants and

Francisco, California area. The features of the program include: (1) an instructional approach that enhances children's helping activities, prosocial values, social understanding, discipline, and cooperative learning; (2) a series of staff development workshops; and (3) comprehensive curricula. The program was evaluated by means of a comparison of four elementary grades in schools that had the program and schools that did not. Classroom observations measured program implementation; interviews and questionnaires measured student attitudes and motives; and observations and group tasks measured children's interpersonal behavior. Results indicated that the five components of the program's instructional approach were used significantly more often in the schools that had the program. Children in program schools showed greater individual autonomy and participated in classroom decision making more often than did children in nonprogram schools. Children in program schools also exhibited more prosocial behavior, better social problem-solving skills, and greater endorsement of democratic values. A reference list of 37 items is provided. (BC)

ED 339 531   PS 020 148

Evaluation of the Child Development Project: Summary of Findings to Date.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Jan 91
NOTE- 14p.; For related documents, see ED 308 974 and PS 020 147-149.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Cooperative Learning; Democratic Values; Discipline; Elementary Education; *Elementary School Students; Family School Relationship; *Interpersonal Competence; *Program Evaluation; Program Implementation; *Prosocial Behavior; *Social Development; Teacher Behavior
IDENTIFIERS- *Child Development Project; Hayward Unified School District CA; San Ramon Valley Unified School District CA; Social Problem Solving

This report describes the current status of evaluation findings for the Child Development Project (CDP), a project to bring about caring and responsible attitudes in students in kindergarten through grade 6. The program was begun in a suburban San Ramon, California school district in 1982, and has recently been introduced in urban, ethnically diverse Hayward, California. Classroom observations have indicated that teachers in classes using the program make greater use of developmental discipline and cooperative group learning; involve students more in helping activities; and promote prosocial values and interpersonal understanding more than teachers in nonprogram classrooms. Observations have also indicated that students in program classrooms exhibit more prosocial behavior than students in nonprogram classrooms, and that program classrooms are more harmonious than nonprogram classrooms. Interviews and questionnaires have indicated that students in program schools have better-developed conflict resolution skills and stronger democratic values than students in nonprogram schools. An appended description of the CDP explains the project's goal; summarizes the evaluation results; lists the key elements of CDP's classroom, schoolwide, and home-school programs; discusses the resources that are necessary for successful

Children in Group 3 had no full-time, nonparental care during the first 3 years of life, and had full-time nonparental care after the third year. Children's socioemotional behaviors were rated by teachers, and social interactions with peers and teachers were videotaped and coded. Mothers completed the Waters' Q-Sorts, which provide measures of child dependency and attachment. Results indicate that no differences between boys and girls could be attributed to differential effects of time of entry into child care. Appended are 28 references and a table of related material. (GLR)

ED 339 550 PS 020 212

Mott, Frank L.; Quinlan, Stephen V.
Maternal-Child Health Data from the NLSY: 1988 Tabulations and Summary Discussion.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- Oct 91
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Birth; Breastfeeding; *Child Health; Drinking; *Infants; Longitudinal Studies; *Medical Services; *Mothers; National Surveys; Pregnancy; *Prenatal Influences; Smoking; Tables (Data)
IDENTIFIERS- Health Behavior; Health Surveys; *Maternal Health; *National Longitudinal Survey of Youth; Postpartum Care; Prenatal Care; Vitamins

This report uses data from the 1983 through 1988 rounds of the National Longitudinal Survey of Youth (NLSY) to provide information about prenatal, infant, and child health. Objectives of the report are to present statistics which should be of value to maternal and child health policymakers, and to provide NLSY users with baseline information about the health status of NLSY families. In 1988, interviews were conducted with 3,336 mothers of 6,540 children. Profiles of pre- and post-natal health-related attributes and behaviors concern: (1) prenatal care; (2) sonogram and amniocentesis; (3) vitamin supplementation; (4) alcohol and cigarette use; (5) birth weight; (6) caesarean section deliveries; (7) infants' and mothers' hospital stays; (8) care for well and sick infants during the first year of life; and (9) breast-feeding and formula feeding. Issues related to quality in these and other health-related areas are discussed. An extensive series of statistics on 32 pre- and post-natal health care issues and related issues is presented. Tables listing the sample size for each of these 32 data compilations are included. A series of tables presents data on health limitations and limitations of activity caused by health problems. (BC)

ED 339 551 PS 020 215

Early Childhood Initiatives: Doing the Right Thing for Children.
PUB DATE- 1 Oct 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Bilingual Education Programs;

the state's 14,485 migrant students enrolled in Grades K-12, 46% were overage for their grade level and over 80% scored below average norms in reading, language, and mathematics. The assessment also examined health services, nutritional services, and preschool programs for migrant children. The formula for state allocation of program funds to school districts is reviewed. Activities for achieving educational objectives and evaluation methods are described for each of seven objectives: (1) decreasing the percentage of migrant students who are overage for grade; (2) improving achievement scores; (3) increasing the statewide graduation rate of migrant students; (4) increasing the provision of alternative program services to dropout youth; (5) maintaining supplemental support services to migrant students; (6) maintaining current usage in the Migrant Student Record Transfer System and involving paid staff in staff development activities; and (7) increasing parent involvement. Plans are also outlined for statewide evaluation and program improvement, identification and recruitment of migrant children, location of projects, services to private school children, coordination with other programs and other states, parental participation, fiscal and administrative requirements, and use of funds. State supervision of local programs is discussed. This document contains maps and tables related to current and expected numbers of migrant children requiring services, staffing, and budgets. (SV)

ED 339 568   RC 018 406

Takei, Yoshimitsu; Ryan, Patricia C.
Enhancing the Quality of Life at Bureau of Indian Affairs Off-Reservation Boarding Schools. Final Report.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 84
NOTE- 270p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; *Boarding Schools; Bureaucracy; Educational Attitudes; *Educational Environment; Elementary Secondary Education; Private Schools; *Quality of Life; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Bureau of Indian Affairs Schools

This report examines aspects of life at Bureau of Indian Affairs off-reservation boarding schools (BIA ORBS) that might negatively influence the physical and psychological development of students. The project consisted of several phases: (1) telephone interviews with 40 former ORBS students; (2) intensive visits by research teams to three ORBS and five comparison private schools; (3) administration of quality of life questionnaires to teachers and students at the above schools; and (4) development of an intervention strategy. Contrary to the inhumane conditions of the past, there was no evidence of blatant or systematic abuse of students at BIA schools. Although survey results indicated that students were fairly satisfied with their schools, attrition rates of 40-50% suggested otherwise. Other major findings were that ORBS had problems with student drinking and fighting, and that students wanted a more rigorously academic education. Many difficulties appeared to result from excessive bureaucratization at BIA schools. Staff had no sense of collective responsibility for their school, there were few warm and trusting relationships

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; *American Indian Education; *Canada Natives; Cognitive Style; *Cultural Context; *Curriculum Development; *Distance Education; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Program Development; Resource Materials; Teaching Methods

This annotated bibliography consists of 76 entries dated 1975 through 1988, describing publications in the area of distance education and the Native learner. The bibliography represents one phase of a project entitled "Native Priorities for Distance Education," with the goal being the participation of Native peoples in the planning and implementation of distance education for Native communities in Northwestern Ontario. The emphasis of the coverage is the cultural aspects in designing distance education programs for Native learners. The information is divided into four categories: (1) community involvement and self-determination; (2) learning styles and teaching strategies; (3) distance education and use of technology; and (4) existing programs. The entries include journal articles, workshop reports, organization reports, dissertations, books, and conference presentations. Each entry includes author, title, publisher, publication date and an annotation. The information is not considered exhaustive and it is intended that the development of this bibliography will be an on-going project. (LP)

ED 339 587 RC 018 443

Indian Nations At Risk: An Educational Strategy for Action. Final Report.
PUB DATE- Oct 91
NOTE- 71p.; For summaries of commissioned papers, see RC 018 536.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *At Risk Persons; Change Strategies; Educational Change; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Federal Indian Relationship; Higher Education
IDENTIFIERS- *Indian Nations At Risk Task Force

This document systematically studies the status of Native education in the United States and makes recommendations for improving the quality of education for American Indian and Alaska Native students. Based on extensive testimony by citizens and educators, school site visits, and commissioned papers by experts, the Indian Nations At Risk Task Force identified four reasons why Indian nations are at risk as a people: (1) failure of schools to educate large numbers of Indian students; (2) erosion of Native languages and cultures; (3) threats of further reduction of Native lands and natural resources; and (4) challenges to Indian self-determination and governance by changing federal policies and court decisions. Following a review of Native enrollments, funding for Native education, the changing context of Native education, barriers to success for Indian students, and progress in research and educational practices, the Task Force presents a strategic framework for improving schools. Major strategies are: (1) developing comprehensive education plans that uses federal, state, local and tribal resources; (2) developing local partnerships for schools; (3) emphasizing national priorities

Number Sense and Operations; (3) Making Sense of Data; and (4) Geometry and Spatial Sense. (MDH)

ED 339 604 SE 052 589

Reys, Barbara J.; And Others
Developing Number Sense. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 5-8.
PUB DATE- 91
NOTE- 56p.; For other titles in this series, see SE 052 429, SE 052 560, SE 052 588, SE 052 682, SE 052 735 and SE 052 750. For the document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; Classroom Environment; Curriculum Development; *Curriculum Enrichment; Decimal Fractions; Discussion (Teaching Technique); Elementary School Mathematics; *Enrichment Activities; Evaluation Methods; Fractions; Intermediate Grades; Junior High Schools; *Learning Activities; Mathematical Concepts; Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Measurement; *Number Concepts; Teacher Role; Teaching Guides; Teaching Methods
IDENTIFIERS- Graphing (Mathematics); *NCTM Curriculum and Evaluation Standards; *Number Sense

The 1989 publication, "Curriculum and Evaluation Standards for School Mathematics" provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. This booklet in the Grades 5-8 series addresses the issues and concerns of student behavior called "number sense." The booklet contains two parts, an introduction and a section made up of various number sense activities. The introduction attempts to give meaning to the phrase "number sense" as it is used throughout the 1989 "Curriculum and Evaluation Standards," describing "an intangible quality possessed by successful mathematicians" which is often equated to conceptual understanding. The role of the teacher in developing number sense by creating a classroom environment that nurtures number sense and in evaluating performance is also discussed. Included in the second section is a selection of 43 problems and activities, appropriate for middle-grade classrooms, that develop number sense. The activities are placed in the following eight categories: (1) An Expanded Activity; (2) Reasonableness; (3) Relative Size of Numbers; (4) Whole Number Computation; (5) Fractions; (6) Decimals; (7) Percents; and (8) Measurement and Graph Interpretation. Lists of references and recommended reading are also provided. (MDH)

ED 339 605 SE 052 595

Hall, Eve R.; And Others
Introduction: Purpose and General Design of the Study--Volume I. The Effects of SQUARE ONE TV on Children's Problem Solving--

curriculum. Finally, it focuses on the elements of pietist and enlightenment thought that nourished the Bildung concept in 18th century Germany. A 24-item list of references is included. (DB)

ED 339 621 SO 021 077

Qualities Required of Education Today To Meet Foreseeable Demands in the Twenty-first Century. Final Report.
PUB DATE- 15 Dec 89
NOTE- 35p.; UNESCO International Symposium and Round Table (Beijing, People's Republic of China, November 27-December 2, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Development; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Global Approach; International Communication; *International Education; *International Educational Exchange; International Organizations; Moral Issues; *Role of Education; Science and Society; Social Change; Technological Advancement
IDENTIFIERS- *Twenty First Century

The role of education in preparing young people to face the demands of the 21st century is the focus of this final report of a round table and symposium. The report of the round table focuses on formulating a philosophy of education for the 21st century, the increasing globalization of the world, and the development of a new view of learning for the 21st century. The report of the symposium describes more specific qualitative dimensions of the future of education including cultural, moral and ethical issues, science and technology, communication, and the world of work. Addresses made by conference officials and a list of participants are contained in annexes. (DB)

ED 339 622 SO 021 092

Stromquist, Nelly P.
Gender Inequality in Education: Accounting for Women's Subordination.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Educational Opportunities; Educational Research; *Educational Sociology; Educational Theories; Elementary Secondary Education; *Equal Education; *Feminism; *Foundations of Education; Social Science Research; *Womens Education; Womens Studies

This article is an attempt to apply a systematic use of theory to gender inequalities in education. It expands on the tenets of liberal, radical, and socialist feminist perspectives to account for differential gender outcomes in terms of educational access, attainment, and field of study choices. The State emerges as a key actor regulating and promoting educational processes and outcomes, and the perspective that most accurately captures the State's practices is socialist feminism. There has been a recent convergence in feminist thought toward the meshing of ideological and material elements of the United States, brief biographies of important Framers, and a glossary. (DB)

ED 339 641 SO 021 443

We the People: Teacher's Guide, Level I. Upper Elementary.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.; Milken Family Foundation, Beverly Hills, CA.
PUB DATE- 90
NOTE- 112p.; For corresponding student text, see SO 021 442; for For equivalent middle school and secondary curricula, see SO 021 444-447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Civics; *Constitutional History; *Constitutional Law; Elementary Education; *Law Related Education; Skill Development; *Social Studies; Student Educational Objectives; Teaching Methods; United States Government (Course); *United States History
IDENTIFIERS- Founding Fathers of the United States; *United States Constitution

This teaching guide accompanies a curriculum, intended to be used in the upper elementary grades, that introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed, and to provide them with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. By gaining such an understanding, students will prepare themselves for the responsibility of citizenship. The curriculum employs a conceptually oriented approach that stresses the development of analytic and evaluative skills. It is intended that students will learn how to apply their understanding and knowledge to a wide variety of political questions and issues. The skills they develop will help them to relate their everyday experiences to basic issues of constitutional government and civic responsibility. Teaching strategies are varied, and include directed discussions, simulations, debates, role playing, timeline construction, and small-group problem solving. The curriculum is organized into five units: (1) What were the Founders' basic ideas about government? (2) How was our Constitution written? (3) How did the Framers organize our government? (4) How does the Constitution protect your basic rights? and (5) What are the responsibilities of citizens? For each unit, the teacher's guide contains an overview, objectives, introduction, and optional project. The five units contain a total of 22 lessons. For each lesson, the guide includes an overview, objectives, materials needed, teaching procedures, and optional activities. A reference section also is included containing copies of the Declaration of Independence and the Constitution of the United States, brief biographies of important Framers, and a glossary. (DB)

ED 339 642 SO 021 444

We the People: Student Text, Level II.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.; Milken Family Foundation,

NOTE- 51p.; Illustated by David H. Huckins.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Biographies; *Black Achievement; Black History; *Black Leadership; *Childrens Literature; Civil Rights; Elementary Education; Peace; Racial Relations; United States History
IDENTIFIERS- *Du Bois (W E B)

A biogaphy of W. E. B. Du Bois is presented in this book for young children. Du Bois is widely regarded as the foremost black intellectual from the United States. A great scholar, he was the first black American to receive a Ph.D. from Harvard University. Of his written work he is probably best known for his essays, "The Souls of Black Folk." Du Bois was a strong advocate of black Americans. He was a founder of the National Association for the Advancement of Colored People. Du Bois also was very concerned with the situation of blacks from other parts of the world. He helped to initiate a movement, called Pan Africanism, to unite people of African descent and to gain independence for African colonies. Du Bois also was well known as a champion for world peace. Accompanying the text of this biography are numerous illustrations. (DB)

ED 339 664 SO 021 634

Ediger, Marlow
Social Studies, the Student, and the Teacher.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Objectives; Elementary School Curriculum; Elementary Secondary Education; Secondary School Curriculum; *Social Studies; Student Educational Objectives

Four issues concerning the social studies curriculum are raised and discussed in this paper. The first addresses the matter of scope in the curriculum. It is recommended that the student be the focal point in determining scope. Next, it is asked whether the goal of social studies should be that of preparing students for life or of helping students learn decision-making skills in present day situations. Active involvement in the classroom is encouraged. The third issue discussed is subject centered versus activity approaches in teaching the social studies. Activity centered methods of instruction are favored. Lastly, the question is asked whether it is more desirable to seek to adjust the student to the curriculum or to adjust the curriculum to the present achievement level of each student. The latter approach is supported. (DB)

ED 339 665 SO 021 667

Halpert, Jane A.; And Others
Evaluation of a Peace Education Program: Results, Problems, and Needs.
PUB DATE- 90
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 11, 1990).
LANGUAGE- English

school-inhouse workshops, transforming the "theory into practice" approach into the "theory through practice" or the "practice-critique-development" approach; (2) introduction of the case method into informal study groups; (3) creation of innovative teacher inservice programs in the teacher training centers though use of the case method of instruction; (4) the use of the case method in the university preservice program; and (5) the production of case books on teaching. In the case books, the intent is to correlate the multiple interpretations of specialists with those of teachers, centering upon the practical problem-solving process in a teaching case. The case method can be a strong force that helps teachers build a professional community in Japanese schools. (IAH)

ED 339 685 SP 033 423

Osguthorpe, Russell T.; Wong, Mei Jiuan
The Ph.D. versus the Ed.D.: Time for a Decision.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Degree Requirements; *Doctoral Degrees; Doctoral Programs; Higher Education; National Surveys; Professional Education; *Schools of Education; *Teacher Education Programs; Trend Analysis; Universities

A survey was taken of the 664 U.S. institutions that offer doctoral programs in education and institutional catalogues were reviewed to determine trends regarding the Doctor of Philosophy (Ph.D.) versus the Doctor of Education (Ed.D.). Analysis of the 407 (61 percent) questionnaires that were returned indicated that: (1) there is no clear institutional movement toward one degree title or the other; (2) research universities are increasingly reluctant, while comprehensive colleges and universities are increasingly likely, to offer the Ed.D. as their only doctoral degree title; and (3) requirements for the two doctoral programs are remarkably similar, including competencies in research and statistics. The findings are discussed in relation to three common positions of those who favor the Ed.D. over the Ph.D.: (1) the professional school argument (schools of education are professional schools and therefore should pattern themselves after other professional schools rather than attempt to mimic the social sciences); (2) the unification argument (the Ed.D. would provide the needed mechanism to unify the field of education by bringing together the various disciplines grouped into schools of education); and (3) the autonomy argument (a unique doctoral title might allow schools of education to enjoy the kind of autonomy enjoyed by law and medical schools). Findings also indicate that increased national dialogue is necessary to strengthen the education profession by reducing confusion between its two doctoral degree titles. (Author/LL)

ED 339 686 SP 033 428

Cruickshank, Donald R.; And Others
The Legacy of NCATE: An Analysis of Standards and Criteria for Compliance since 1957. Fifth Draft.
PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

frequently yields higher predictive validities. Subset analysis serves the same ends in performance-test theory as does item analysis in conventional psychometrics. Serial averaging and its applications (reliability and stability optima, optimal scoring for predictive validity, and subset analysis) are explained and illustrated. Results from the Project-A computer-administered tests, served as the database. Ten performance tests were used with two samples of college undergraduates (102 in each) and samples of Army enlisted people ranging from 8,892 to 9,269. Twenty-three references are included, and 12 tables and 11 graphs provide illustrative data. (SLD)

ED 339 704 TM 017 397

Wonderlic, Charles F.; And Others
Admissions Testing at Career College and Trade School Training Programs. Test Score Guidelines, Norms, and Student Demographics.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Admission Criteria; *Adults; Career Education; Cognitive Tests; College Entrance Examinations; Demography; Guidelines; Higher Education; High Schools; *High School Students; *Job Applicants; Job Training; Minimum Competency Testing; *Occupational Tests; Postsecondary Education; Scores; Statistical Data; *Test Interpretation; Test Norms; Trade and Industrial Education
IDENTIFIERS- *Wonderlic Personnel Test

This report provides a method for determining minimum score by vocational program based on the use of the Wonderlic Scholastic Level Exam (SLE). The SLE has been demonstrated to be a highly accurate and reliable measure of adult cognitive ability. It is currently in use as an admissions test at many career colleges and trade schools. The SLE test score records of 21,406 student applicants from 84 schools in 28 states provided the student sample for this report, which provides a comparative evaluation of student ability as against ability of job applicants in the general labor market for 45 vocation titles. The suggested minimum admissions scores are based on combined research by the test publisher and the U.S. Department of Labor. An analysis is made of the relationship between student ability level and loan default rate. This analysis suggests that school administrators may reduce default rates significantly by recruiting and selecting students who more closely match the ability level of job applicants from the general labor market. Demographics of student applicants are summarized. Appendices contain an interpretation guide for the Wonderlic Personnel Test and SLE; a comparative job title ranking by mental ability; and a list of occupational characteristics defining the math, language, physical, and training time demands for selected jobs. Thirteen tables and 11 graphs present study and normative data. A 21-item list of references is included. (SLD)

ED 339 705 TM 017 412

Hunter, John E.
The Wonderlic Scholastic Level Exam as a Predictor of Training Success and Job Performance.

assessed. The indicators of data quality suggest that NELS:88 data display a high degree of accuracy and consistency, comparing favorably with responses from the last longitudinal study of the National Center for Education Statistics, the High School and Beyond Study (HSB). The quality of student responses to items common to both studies was somewhat less for NELS:88 eighth-graders than for HSB high school sophomores and seniors, with quality increasing with age, and, as expected from prior research, with reading ability and socioeconomic status. There are 39 tables of NELS:88 data and 2 illustrative bar graphs. (SLD)

ED 339 723 TM 017 595

The National Institute on the Assessment of Experiential Learning. Proceedings (2nd, Princeton, New Jersey, June 4-7, 1990).
SPONS. AGENCY- Council for Adult and Experiential Learning, Philadelphia, PA.; Thomas A. Edison State Coll., Trenton, NJ.
PUB DATE- Jun 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; College Credits; Critical Thinking; *Educational Assessment; Educational History; Educational Policy; Evaluators; *Experiential Learning; Graduate Study; Higher Education; *Prior Learning; Program Development; *Student Experience

This document summarizes discussions held at a conference of the National Institute on the Assessment of Experiential Learning, which is concerned with prior learning assessment (PLA), a process developed for awarding college-level credit for out-of-class experiences. The conference consisted of two tracks, beginning and advanced; this format allowed newcomers to the field of PLA to gain a solid foundation while those who were already involved participated in the advanced track. Topic sessions are summarized, with descriptions of the remarks of speakers and participants. The topics and primary speakers for each session for the general sessions were: (1) "A Philosophical Approach to Prior Learning Assessment" (U. Whitaker); (2) "The Practice of Prior Learning Assessment" (B. G. Sheckley); (3) "The History and Future of Prior Learning Assessment" (M. T. Keeton); and (4) "Prior Learning Assessment and Accreditation: Panel from the Commission on Institutions of Higher Education" (P. H. Mayhew, A. K. Lezberg, and G. Patton). For the beginning track, the topics and primary speakers were: (5) "Identifying Learning" (H. W. Cabell); (6) "Setting Up Policies and Procedures for a Prior Learning Assessment Program" (R. A. Craig); (7) "Selecting and Training Faculty Assessors" (R. A. Craig); and (8) "Documenting, Measuring and Evaluating Learning" (U. Whitaker). The advanced track topics and primary speakers were: (9) "Defining Critical Thinking Outcomes" (M. T. Keeton); (10) "Current Perspectives on Adult and Experiential Learning" (B. G. Sheckley); (11) "Prior Learning Assessment and Sponsored Learning" (U. Whitaker); (12) "The Transcription of Prior Learning Credit" (H. W. Cabell); (13) "Graduate Level Prior Learning Assessment" (U. Whitaker); and (14) "Summary" (M. T. Keeton). (SLD)

ED 339 724 TM 017 596

The National Institute on the Assessment of Experiential Learning. Proceedings (1st, Trenton, New Jersey, July 16-20,

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Analysis; Coping; Higher Education; Individual Development; Psychological Patterns; Questionnaires; Responses; Sex Differences; *Stress Variables; *Student Attitudes; Undergraduate Study
IDENTIFIERS- *Stress (Biological); Student Surveys

This paper reports on a study to develop a scale of stress measurement and its use with undergraduate students (N=269) at a large land grant mid-Atlantic university. Students, within the classroom setting, were given a questionnaire containing 52 potentially stressful hypothetical situations and were asked to indicate the degree of stress they would feel if they found themselves in this particular situation. Stress-related items were factored into four dimensions having a total of 20 items: death/injury to a valued other; academic achievement; general college pressures; and college nuisances. These four factors accounted for 50% of the variance of the correlation mix. Among the findings was that female students reported more heightened stress than males across all factors. Additionally, some issues of academic achievement were the stress equivalent of "death or injury to a valued other," indicating that experienced stress is dependent on circumstances. It is noted that not only was the goal of developing a measure of college life stresses accomplished, but that an enhanced understanding of the relative magnitude and the interrelationships of the stresses today's college students face was achieved. Contains three references. (GLR)

ED 339 289 HE 025 074

Deal, Nancy
Beyond Theory and into the Fray: Directing a Faculty Writing across the Curriculum Workshop.
PUB DATE- 25 Oct 91
NOTE- 7p.; Paper presented at the Annual Conference of the Northeastern Education Research Association (Ellenville, NY, October 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; College Faculty; *Faculty Development; Higher Education; Inservice Teacher Education; *Instructional Improvement; Program Descriptions; *Teacher Workshops; Technical Writing; *Writing (Composition); *Writing Across the Curriculum; Writing Assignments; Writing Attitudes
IDENTIFIERS- Writing to Learn

This paper describes the process of structuring a Writing across the Curriculum Workshop for college faculty and reflects on some of the workshop's problems and highlights. Workshop participant selection was based on previous expressions of interest from faculty or from recommendations of department chairs. The workshop itself consisted of six half-day sessions immediately following the end of spring semester. Writing in these workshops was examined and discussed in terms of a thinking-learning process and as a tool for critical thinking or sessions developmental learning meant for achieving larger pedagogical goals, rather than merely as a testing device. Workshop participants began to realize the importance of student writing for academic development and ultimately

Healy, Patrick J.; Jellema, William W.
Financial Aid Effect on the Matriculation Decision. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission (School); *College Choice; Higher Education; Paying for College; *Private Colleges; *Student Financial Aid
IDENTIFIERS- *ASHE Annual Meeting

In order to examine the link between offering financial aid and a potential student's decision to attend a particular college, a case study of matriculation and financial aid offerings at a private, four-year liberal arts college in the northeast was undertaken. The study was prompted by a fourth straight year of significant decline in the college's number of entering students. The study focused on entering students for 1985 and 1986. In the course of these 2 years the college modified only one variable: a significant change in financial aid policy. T-tests on all subjects confirmed an acceptable level of homogeneity across the two pools. The 1985 group received awards averaging approximately 78 percent of their estimated need. The 1986 group received significantly higher levels of financial aid across the board and generally had 98 percent of their estimated need satisfied by their financial aid award in the form of institutional grants. Results indicated that the change in financial aid award sum and percent of estimated need for the 1986 group resulted in a significant increase in the rate of matriculation. Included are 3 tables and 15 references. (JB)

ED 339 308 HE 025 093

Hossler, Don; Maple, Sue
Thinking about Postsecondary Education. ASHE Annual Meeting Paper.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Nov 91
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Family Characteristics; Goal Orientation; *Grade 9; Higher Education; High Schools; Parent Aspiration; Parent Influence; *Postsecondary Education; Student Characteristics; *Student Educational Objectives
IDENTIFIERS- *ASHE Annual Meeting; *Indiana

This exploratory study sought to compare the characteristics, attitudes and postsecondary knowledge of two groups of Indiana ninth grade students, those who plan to continue their education after high school and those who indicate that they are undecided about their post secondary plans. The study used data from a longitudinal study of college student choice which used a cluster sampling technique with an initial sample of 5,000 high school freshmen selected in 1986. Ten percent of the subjects were black. Most of the data used for this study were

October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Alumni; *College Outcomes Assessment; *Construct Validity; Data Analysis; *Educational Quality; Graduate Surveys; Higher Education; *Program Effectiveness; Research Design; *Research Methodology; *Student Development; Validity
IDENTIFIERS- *ASHE Annual Meeting; University of Tennessee Knoxville

This study attempted to validate the use of academic growth and development items from Tennessee alumni surveys as measures of program quality and effectiveness at the University of Tennessee (UTK), Knoxville. The argument is made that it is essential that the instruments used to assess students educational outcomes be valid measures of the goals of the education program being evaluated and that the empirical structure of assessment data reflect the structure of the outcomes being measured as well as being sensitive to the educational experiences of students. The validation methodology focused on three aspects of construct validity: (1) construct representativeness; (2) structural fidelity; and (3) criterion relatedness. Survey analysis of two randomly-selected samples of 500 alumni from both 1988 and 1990 revealed that the academic growth and development items on the survey represent approximately 50 percent of the goals of the general education program at UTK, had a stable structure that is generally consistent with the structure of the UTK goals, and were significantly related to college experiences. Contains 40 references. (GLR)

ED 339 327 HE 025 112

Roberts, Susan M.
Exploring Alternative Paradigms in Higher Education Research: The Symbolic Interactionist Perspective. ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Data Interpretation; *Educational Research; *Evaluation Methods; *Higher Education; Inferences; Interaction; *Research Methodology; *Social Behavior; Theories
IDENTIFIERS- *ASHE Annual Meeting; Interpretive Research; *Symbolic Interactionism

This paper explores the issues surrounding the study of higher education, usually involving the analysis of structural-functionalism, to less tradition-bound areas representing idealism. It examines these issues through the theoretical framework of symbolic interactionism which, it is noted, rests in the interpretive paradigm. The paper begins with a discussion of pragmatism, considered to be the philosophical underpinning of symbolic interactionism. Next, phenomenologocial symbolic interaction is examined, including its assumptions and its concepts of identity, role, situation, and the notions of role-making and role-taking. Also, the methodological implications of symbolic interactionism are discussed, as well as its limitations as a theoretical

IDENTIFIERS- *National Technological University

The National Technological University (NTU), a consortium of approximately 30 American engineering schools which has been in operation on a continent-wide scale since 1985, uses telecommunications to broadcast engineering education courses to corporate sites across the country. Courses are produced at member institutions and are distributed to sponsoring sites via a communications satellite network. NTU represents a blend of distance education, corporate education, and continuing education in its pursuit of a cost effective, national engineering program. The uses of computer, educational television, electronic mail, and other innovative educational technologies have made distance learning opportunities possible, for corporate engineers and technical personnel, that compare favorably with those offered by traditional institutions. A program modelled after NTU has been developed in Europe. The European Programme of Advanced Continuing Education (PACE) is based on university and industrial cooperation and will ultimately link many corporations together in nearly a dozen European countries. NTU presents a model for the success of nontraditional education in an increasingly technology-based world by providing the opportunity for balancing national needs for a better trained workforce and the immediate needs of corporations for skilled professionals. (21 references) (Author/DB)

ED 339 346 IR 015 288

Ruscella, Phyllis L.
SCORING: Bibliographic Instruction Helps Freshman Athletes Compete in the Academic League.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at a Conference on The Freshman Year Experience: Teaching (Kansas City, MO, April 11-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Athletics; *College Freshmen; College Libraries; Higher Education; *Library Instruction; Library Research; Library Skills; Self Esteem
IDENTIFIERS- *University of Central Florida

Motivated by accreditation standards, sanctions, legal, and other issues threatening American collegiate athletic programs, academia has put into place, on many campuses, structured programs which attempt to ensure both academic achievement and the physical prowess of its "players." As a component of the overall support program at the University of Central Florida, the university library has designed an instructional program for freshman athletes that goes beyond the basic introductory lesson taught to freshman composition classes. More advanced library research skills such as the nature of various literature formats, information sequencing, characteristics of bibliographic organization, contextual analysis, and time management are included. This game plan is intended not only to increase academic performance, but also to foster self-confidence and self-esteem in the athletes' ability to compete in the academic league. (8 references) (Author/DB)

ED 339 347 IR 015 289

Neese, Charles Glen
Using MIDI: A Staff Development Program Designed To Increase Teacher Awareness of the Technological Applications of Musical

(DB)

ED 339 363 IR 015 315

Gilman, David A.; And Others
A Comprehensive Study of the Effects of an Integrated Learning System. A Report Prepared for the Metropolitan School District of Mount Vernon, Indiana.
PUB DATE- Oct 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Instructional Systems; *Microcomputers; Pretests Posttests; Questionnaires; *Student Attitudes; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Integrated Learning Systems

This study investigated the effects of the first year of a state-of-the-art computer-based integrated learning system (ILS) on the learning and attitudes of students and the attitudes and technology skills of teachers. The ILS studied was the Wasatch Educational System, which was introduced in four elementary schools in the Metropolitan School District of Mount Vernon, Indiana, during 1990-1991. A total of 1,179 students and 120 teachers participated in the study. Scores of an additional 2,436 students from previous years were compared, making a total of 3,615 individual achievement tests used for the comparisons. Students were pretested on several criteria, including days absent from school, reading achievement, language arts achievement, mathematics achievement, the total achievement test battery, and cognitive skills index. Tests used for comparisons were the Indiana Statewide Test for Educational Progress for grades 1, 2, 3, and 6 and the California Achievement Test for grades 4 and 5. Among the attitudes tested were self-concept, attitude toward school, attitude toward computers, and skills students could do with computers, as well as total scores for all of these affective measures. Teachers were evaluated according to their attitudes toward instructional technology and teaching by an integrated learning system, and their skills in using instructional technology. Results were analyzed by a repeated measures analysis of variance. Almost all of the student achievement and attitudinal variables showed significant gains after the introduction of the ILS. Highly significant gains occurred in the teachers' perceptions of their ability to use computers and the ILS. The study confirmed that the ILS increased students' computer skills and attitudes and positively affected teachers' attitudes toward instructional technology. Appendices contain all statistical data, as well as the questionnaire survey instruments. (16 references) (DB)

ED 339 364 IR 015 327

Pedras, Melvin J.; Braukmann, Jim
Technology Education Practical Activities for Elementary School Teachers.
PUB DATE- 91
NOTE- 15p.; Paper presented at the Annual Conference of Partnerships in Education (Lewiston, ID, October 3-4, 1991). For a related paper, see IR 015 328.
LANGUAGE- English

Reference Area for Effective Use.
PUB DATE- Sep 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *Facility Planning; Facility Utilization Research; Higher Education; Librarians; Library Facilities; *Library Materials; Library Surveys; *Organization; Questionnaires; *Reference Materials; *Space Utilization
IDENTIFIERS- Oregon State University

In fall of 1988, the William Jasper Kerr Library at Oregon State University combined its separate science/technology and social science/humanities reference areas. One year later, the Reference Arrangement Task Force was appointed to evaluate the effectiveness of the new configuration. The Task Force modelled the area with drawings and balsa pieces, searched the literature for relevant publications, surveyed six university libraries with centralized reference arrangements, and asked the 18 Kerr Library reference librarians to assess the seriousness of specific perceived reference arrangement problems and judge whether or not specific perceived solutions seemed reasonable. Final recommendations of the Task Force were based primarily on feedback from the dialogue with the Kerr librarians. Due, at least partly, to limited support staff and limited budget, several recommended changes were not implemented. These included three centerpiece recommendations: card catalog rearrangement for easier access; a card catalog/reference stack barrier to help keep reference books within their area; and a modified spoke arrangement of reference book stacks to provide fast, equal, line-of-sight access. Many easier-to-implement recommendations were adopted, including reference book weeding, some increase in table-top work space, and the creation of business directory and college directory clusters. This report provides background information on the university and the library as well as the final report and recommendations of the task force; floor plans accompany the text. Supporting materials are also provided, i.e., a progress report, a telephone survey report, the reference arrangement survey questionnaire and the results of that survey, and a 16-item annotated bibliography. (Author/MAB)

ED 339 382 IR 053 835

Petrowski, Mary Jane; Wilson, Lizabeth A.
Collaborative Teaching and Critical Assessment of Resources: A Workshop for Faculty and Librarians.
PUB DATE- Oct 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131)
DESCRIPTORS- Cooperative Learning; *Critical Thinking; Higher Education; Librarians; *Library Instruction; Research Skills; *Teacher Workshops; Team Teaching; Transparencies
IDENTIFIERS- *Librarian Teacher Cooperation

This collection of materials for a 2-day workshop on collaborative teaching, cooperative learning, critical thinking, and critical assessment of resources includes an agenda for each day; workshop goals; guidelines for preparing an annotation; a letter to participants that accompanied four unemployed. In addition, colleges have expanded their career programs, and sought articulation agreements with four-year institutions to encourage the success of transfer-oriented students. Changes in faculty in two-year colleges have included more faculty with doctoral degrees, greater numbers of part-time instructors, and more women and minorities in teaching and administrative positions. With cuts in state and federal resources for higher education in the 1980's, the "open-door" policy of community colleges has come under fire. In response, colleges have undertaken student outcomes studies to demonstrate program successes, while increasing their assessment and remediation efforts. As financially efficient institutions, community colleges should receive the funding they need to continue their role as a critical segment of higher education. (29 references) (PAA)

ED 339 402 JC 910 465

Bessire, Jack
Program Based Funding.
PUB DATE- Sep 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Budgets; College Administration; Community Colleges; *Educational Finance; Educational Legislation; Educational Planning; Expenditure per Student; Expenditures; *Financial Policy; Full State Funding; Full Time Equivalency; Revenue Sharing; *School Funds; State School District Relationship; Two Year Colleges
IDENTIFIERS- *California; *Funding Formulas

Developed to assist two-year college administrators in understanding the application of the funding formula for California's community colleges that became effective July 1, 1991, this paper reviews revenue base limits; practical implications of the revenue base; the role of institutional growth in increasing base revenues in the absence of cost of living adjustments (COLAs); rates for program based funding; determination of revenue generated by a specific class; and restrictions on the local allocation of money. Highlighted in the paper are the following facts: (1) for 1991-92, a college which did not decline in enrollments in 1990-91 is guaranteed a revenue base limit which is the equivalent of what it received for the average daily attendance (ADA) generated in 1990-91; (2) the actual revenue base for 1991-92 is generated by credit and non-credit full-time equivalents (FTEs), head count of new credit students and continuing credit students, square footage owned or leased 100%, and FTEs in other leased space; (3) an institution can make up a loss of credit FTEs and enrollment through non-credit FTEs; (4) the new growth cap is computed in terms of a dollar cap for each district; (5) rates developed for program based funding are funded at 58.56% of the calculated rate because of insufficient state support; and (6) aside from requirements for spending a percentage of growth funds on full-time faculty, there is no restriction on how money is to be spent locally. A rate table for program based funding and sample calculations for determining the revenue for credit and non-credit classes are included. (PAA)

ED 339 403 JC 910 480

Iadevaia, David G.

hearing procedure for dismissals; faculty early retirement program; no work-stoppage; recognition of rights and functions of employer; scope of agreement; and the duration of the agreement. (JMC)

ED 339 420 JC 910 559

Agreement, 1989-1992, between the Board of Community College District No. 524, County of Cook and State of Illinois and the Moraine Valley Faculty Association, a Chapter of the Cook County College Teachers Union.
PUB DATE- 89
NOTE- 91p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Moraine Valley Community College IL

The collective bargaining agreement between the Board of Community College District No. 524, County of Cook and State of Illinois, and the Moraine Valley Faculty Association is presented. This contract, covering the period from July 1, 1989 to June 30, 1992, deals with the following topics: definitions; bargaining agent recognition; non-discrimination; association-board relations; academic freedom and faculty rights with respect to the classroom, course content, textbooks, bulletin boards, free speech, public expression, and academic credit/grades; renewal, termination, or layoff of non-tenured or tenured faculty members; overload and supplemental; evaluation; scheduling and teaching assignments; teaching load and assignments (including provisions related to team teaching, innovative teaching, interns and student teachers); grievance procedures; leaves of absence; professional growth; faculty rights; personnel records for faculty; calendar; savings and severability; hiring and faculty involvement; non-interruption of work; scope of agreement; salary schedule; insurance and credit union; severance pay; early retirement; construction electricians; and duration of agreement. Appendixes provide department chair released time and compensation systems, salary schedules, lane placement and promotion for various staff positions, and a schedule of stipend payments. (JMC)

ED 339 421 JC 910 560

Two-Year Agreement between the Board of Waubonsee Community College (Community College District No. 516) and Waubonsee Community College Faculty Federation Local #2065, 1988-1990.
PUB DATE- 88
NOTE- 57p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Full Time Faculty; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Educational Change; Educational Philosophy; Educational Trends; *Epistemology; Higher Education; Institutional Evaluation; *Outcomes of Education; Politics of Education; *Relevance (Education); Role of Education; *State Standards; *Theory Practice Relationship
IDENTIFIERS- Positivism; Postmodernism; Virginia

In the literature since the 1970's, the notion that education should serve as a social leveler has given way to the image of the educational institution as a business-like enterprise. This change in the perceived role of higher education has been accompanied by increased pressure on institutions to provide measurements of educational outcomes. For the last 5 years, the State Council for Higher Education in Virginia (SCHEV) has required all of its member institutions to develop and implement student educational outcomes assessment (SEOA) models. SCHEV guidelines charge faculty at individual institutions with drawing conclusions from assessment data and making curricular modifications accordingly. A 1990 survey of faculty senate chairs, chief assessment officers, and curriculum committee chairs at every higher education institution in Virginia has yielded little evidence that SEOA has led to the improvement of any educational outcomes or that faculty have taken on the leadership role which SEOA requires. Thus, SEOA appears to have triggered a purely administrative response to an external mandate rather than an effective mechanism for actually improving student learning outcomes. On balance, however, the lack of faculty involvement may be good, as SEOA, and the larger assessment movement of which it is a part, reflects an outmoded logical positivist approach to education. Since the 1960's, intellectual and academic thought has been undergoing a significant epistemological shift led by critical theorists and radical deconstructionists. Although this paradigmatic shift to post-modernist modes of inquiry is evinced in education in the multicultural movement, and in the proliferation of women's and ethnic studies programs, educational practice tends to be reactive, and thus not attuned to contemporary issues and needs. If the state-mandated assessment movement is successful, it will leave the student trained for the past rather than educated for the future. (MPH)

ED 339 438 JC 910 580

Levin, Bernard H.; Clowes, Darrel A.
Impact of Student Educational Outcomes Assessment on Virginia Institutions of Higher Education.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Outcomes Assessment; Community Colleges; *Government School Relationship; Higher Education; *Outcomes of Education; Program Effectiveness; School Surveys; *State Standards; Teacher Attitudes; *Teacher Behavior; Two Year Colleges
IDENTIFIERS- *Student Educational Outcomes Assessment VA; *Virginia

For the past 4 years, educational institutions in Virginia have been under state mandate to conduct student educational outcomes assessment (SEOA) and to provide periodic reports to the State Council of Higher Education in Virginia. In an effort their children. A total of 47 mothers raising young children in rural and social isolation and economic poverty participated. The Ways of Knowing interview was used to assess mothers' epistemological assumptions. Mother-child interactions in a free play session and in two teaching tasks were videotaped and coded to determine mothers' communication strategies. A series of two-way multivariate analyses of variance on communication strategies was conducted. As expected, communication strategies were used differentially across task. In addition, women with the least developed ways of knowing used the most power-oriented strategies with their children. In the least structured teaching task, women at more complex epistemological positions were more likely to use strategies that placed significant cognitive demands on the children. Implications of the findings for promoting mothers' intellectual development, and thereby supporting productive parenting skills and the healthy development of children in an impoverished, rural environment, are considered. Appended are three tables of related material and four references. (Author/GLR)

ED 339 455   PS 019 928

Poston, Renee
Increasing Assignment Completion of Sixth Grade Students through Behavior Modification.
PUB DATE- Apr 91
NOTE- 50p.; Educational Specialist Practicum, Nova University. Appendix D (10-week log) will not reproduce well due to broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Assignments; Behavior Change; *Behavior Modification; *Contingency Management; *Elementary School Students; Grade 6; Intermediate Grades; *Motivation Techniques; Parent Participation; Parent School Relationship; Parent Student Relationship; Performance Contracts; *Positive Reinforcement; Student Behavior; *Student Motivation; Token Economy

A 10-week program to increase assignment completion was implemented with 10 sixth graders who rarely completed assignments. This behavior modification program entailed the use of an assignment completion contract for the students. The criteria for meeting this contract increased each week. When students met the weekly criteria, they were given a reward, such as computer play time or bonus points for buying items at a school store. The contract was to be brought home for the parents' signature. Parents would also provide appropriate home rewards if the contract criteria were met. The program entailed daily assessment of student classwork and homework assignment completion by teachers, and positive verbal praise by teachers for appropriate student behavior. As a result of participating in the program: (1) seven students increased assignment completion by at least 50 percent, with an average increase of 69 percent; (2) seven students exceeded weekly assignment completion goals at least 80 percent of the time; and (3) eight parents cooperated with the program by signing the weekly contracts and providing home rewards. A reference list of 16 items is provided. Appendices include samples of an assignment completion rating scale, a parent notification letter, an assignment completion contract, and an assignment completion 10-week log. (BC)

ED 339 456   PS 019 939

*Delivery Systems; Elementary Education; Elementary School Students; Extended School Day; Latchkey Children; *Outreach Programs; Parent Attitudes; Program Development; *Public Schools; Questionnaires; *School Age Day Care; Student Participation; Summer Programs
IDENTIFIERS- *School Based Child Care Centers; Site Visits

A framework for gaining community involvement in planning for school-age child care initiatives is reported. The framework incorporates a plan than could be used as a model for the involvement of the public school system. Four primary components are described: (1) a "Kids' Council" Saturday meeting in which third graders in school-age child care programs gave consumer advice on what they wanted in child care; (2) a forum to which the public was invited and at which specialists in school-age child care discussed the values of providing such forums through public schools; (3) a focus group meeting in which targeted community leaders discussed child care issues and suggested community initiatives for school-age child care; and (4) a site visit review team meeting at which teachers and administrators reviewed site team comment forms and watched videos of extended-day programs in other schools, and then offered suggestions for school-age child care initiatives in their own school system. Attendance, reports, and minutes of meetings indicated positive involvement by those targeted for participation in the project. A video about the project is discussed. Appendices include 4-H Club, parent, and provider survey forms; public forum program information; a site visit comment form; recommendations of the children; a focus group meeting agenda; the practicum evaluation form and results; and related materials. Contains 18 references. (Author/LB)

ED 339 475 PS 020 065

Legislative Recommendations: Prekindergarten and Early Childhood Care.
PUB DATE- Mar 91
NOTE- 60p.; Appendix E and portions of Appendix D will not reproduce legibly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clearinghouses; Cooperative Programs; Coordination; *Day Care Centers; Definitions; *Delivery Systems; Preschool Children; *Preschool Education; Program Development; Quality Control; Questionnaires; State Aid; *State Legislation; State Programs; *Statewide Planning; Tables (Data)
IDENTIFIERS- Developmentally Appropriate Programs; *Texas

A Texas study on prekindergarten and early childhood care that was developed for the Texas legislature in response to an amendment of the Texas Education Code is presented. Also presented are findings on: (1) the developmental appropriateness of prekindergarten programs, defined here as programs for eligible 4-year-olds; (2) the potential for using child care program sites as prekindergarten sites; and (3) the coordination of prekindergarten and government-funded early childhood care and education programs. It is noted that there is no statewide definition of developmental appropriateness from which indicators for program quality can be developed. Most licensed child care program sites meet the needs of prekindergarten facilities. Although there is some coordination of programs, there are inconsistencies in program goals, included. (BC)

ED 339 494 PS 020 100

Schatz, Mona Struhsaker; Menne, Donald
Foster Care and the Placement Process. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Feb 91
NOTE- 46p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108. The survey form, which is printed on dark colored stock, may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adoption; *At Risk Persons; Biological Parents; *Caseworkers; Course Descriptions; *Family Environment; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; Postsecondary Education; Questionnaires; Social Services; Training Objectives
IDENTIFIERS- Case Management; Caseworker Client Relationship; Colorado State University; *Placement (Foster Care)

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives include: (1) identifying the needs of those involved in the foster care process; (2) examining the decisions involved in placing a child in foster care; (3) focusing on the family in which the child was born; and (4) addressing the factors relevant to placement in foster care. This module consists of four lectures. Each lecture includes reading material and exercises for individuals or groups. Lecture 1 considers the population of families and children served by foster care. A reprint of a 1988 "Newsweek" article on the topic is included. Lecture 2 considers the characteristics of at-risk families and the services available to them. Lecture 3 considers placement options for children, and the factors that must be assessed when a child is placed in foster care. Lecture 4 describes the process of drawing up a case plan, client-caseworker agreement, or treatment plan. A checklist of the characteristics of a case plan and a sample case plan are included. Two references are cited. A five-page form for evaluating the module is included. (BC)

ED 339 495 PS 020 101

Schatz, Mona Struhsaker; Pasley, Kay
Good Discipline and Handling Misbehavior. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Feb 91
NOTE- 35p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

Children (WIC, the Child Nutrition Act of 1966), and the Elementary and Secondary Education Act of 1965. Discussion then turns to five promises that should be made to children now. Each promise relates to a right that every child should have, namely, the right to: (1) live in a loving family that has access to the support it needs to care properly for its children; (2) receive safe, affordable, high quality child care while his or her parents are at work; (3) be enrolled in a national health care system that afford him/her access to high quality health care and health providers; (4) live in a real home, and not a hotel, shelter, hostel, or half-way house; and (5) experience academic achievement and receive high quality education in a public school. Contains 44 references. (LB)

ED 339 513 PS 020 120

Rose, Samuel P.
Accounting for Correlations across Measures of Perspective Taking.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; Cognitive Development; Correlation; *Measurement Techniques; Measures (Individuals); *Perspective Taking; *Skill Development; *Testing Problems; *Thinking Skills
IDENTIFIERS- *Testing Conditions

This study examined the development of cognitive perspective taking skills and the lack of consistency across perspective taking measures in earlier studies. Four perspective taking measures were administered to 56 children between 4 and 10 years of age under two testing conditions. The high structure condition included multiple presentation of the task to the child, clear task definition, high task salience, clarity of response options, and demonstration of the task. The low structure condition did not include these elements. The correlations between perspective taking tasks in the high structure assessment were higher than the correlations between tasks in the low structure assessment. All measures were related to age and verbal mental age, that is, IQ divided by chronological age. IQ was not related to performance in either condition. These results warranted four conclusions: (1) Cognitive perspective taking is related to age; (2) Different perspective taking skills develop in similar ways; (3) The different contents of perspective taking develop in a manner consistent with a general model of skill development; and (4) The lack of control of task and testing conditions, rather than a lack of coherence of the cognitive perspective taking construct, caused the absence of convergence of measures found in earlier studies. (BC)

ED 339 514 PS 020 125

UNICEF Annual Report: 1991.
PUB DATE- 91
NOTE- 65p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

program implementation; and examines the reactions of teachers, administrators, and parents to the program. (BC)

ED 339 532 PS 020 149

The Child Development Project.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Jan 91
NOTE- 91p.; For related documents, see ED 308 974 and PS 020 147-148. Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; *Cooperative Learning; Democratic Values; Elementary Education; *Elementary School Students; Elementary School Teachers; *Homework; *Instructional Materials; Parent Participation; Parent Student Relationship; Prosocial Behavior; *Reading Materials; Reading Skills; Social Development; *Writing Exercises
IDENTIFIERS- California; *Child Development Project

In the context of a regular academic program, the Child Development Project (CDP) helps teachers and parents promote characteristics such as helpfulness and responsibility in children in kindergarten through sixth grade. The CDP program contains five major elements: (1) cooperative activities; (2) helping activities; (3) the highlighting of prosocial values; (4) promotion of social understanding; and (5) a teaching approach to discipline. This packet contains samples of curriculum materials for family homework activities, cooperative lessons, and literature-based reading units. The family homework materials, which are assigned by teachers about twice a month, describe activities parents and children can do together. The cooperative lessons involve group writing. These lessons are constructed in such a way that they foster interdependence among group members. The reading unit materials are of two types. In units to be read aloud, the teacher reads a story to the class and then assigns selected activities to heighten students' understanding of the issues raised in the story. In units for partners to work on together, children practice what the teacher has modeled through discussion, writing, and editing activities with a partner. Both types of units are designed to promote children's reading development, thinking skills, and empathic responsiveness. Samples of the units are provided. (BC)

ED 339 533 PS 020 151

Drug-Exposed Children in the Schools: Problems and Policy. Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 30 Jul 91
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *At Risk Persons; *Child Health; Children; Cocaine; Crack; *Drug Abuse; Early Intervention; Elementary Education; Elementary School Teachers; Inservice Teacher Education; *Perinatal Influences; Pregnancy; *Prenatal Influences; Preschool Education; Special Education

Child Development; *Curriculum Development; *Demonstration Programs; *Early Childhood Education; Instructional Materials; Parent Participation; *Professional Training; Program Descriptions; *Transitional Programs
IDENTIFIERS- Collaboratives; *District of Columbia Public Schools

The District of Columbia Board of Education declared the 1990-1991 school year "The Year of the Young Child." During this year, the district encouraged programs that: (1) responded to the learning patterns of children; (2) involved parents in their children's development; (3) provided a range of services such as health and nutrition services; and (4) drew on the resources of many agencies. This publication describes program initiatives that were undertaken during the year. These included: (1) demonstration programs, such as teacher training projects and an in-home Head Start project; (2) training programs for Montessori teachers, teacher's aides, and administrators; (3) curriculum programs such as a Head Start project, an arts project, and cooperative projects with the Wolf Trap Institute and the Smithsonian Museum; (4) collaborative efforts for teachers, agencies, and families; (5) bilingual education programs; (6) transitional programs for disabled and special education children, and children of substance abusers; and (7) programs to upgrade classroom equipment and materials, and improve student-teacher ratios. Each of the 31 program profiles includes a synopsis of the program; a phone number and contact person for the participating school; program goals, major objectives, and strategies for the 1991-1992 school year; and descriptions of past accomplishments. (BC)

ED 339 552 RC 018 016

Nachtigal, Paul
Rural Education in a Period of Transition: Are the Public Schools Up to the Task?
PUB DATE- 90
NOTE- 9p.; In: National Rules Studies Committee: A Proceedings (Cedar Falls, IA, May 17-18, 1990) p95-102.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Educational Objectives; *Educational Quality; Elementary Secondary Education; Integrated Activities; Public Schools; *Relevance (Education); *Role of Education; *Rural Education; Rural Schools; Rural Urban Differences; *School Effectiveness; School Restructuring; School Size; Small Schools

Rural public schools can be perceived as economic drains on community resources; they also can be perceived as being of inadequate quality, hence demanding more support. Educational critics, however, are questioning the notion that more is better and are recommending teaching fewer, more integrated courses, in longer time periods. In analyzing indicators of input, process, and performance, rural secondary schools are closer to these recommendations than large or urban schools. They offer fewer courses with teachers often teaching more than one content area. Teaching strategies such as cooperative learning and peer teaching are an integral part of multi-grade teaching assignments of the small, rural school. These are being recognized as good instruction, particularly for at-risk students. Despite these rural strengths, the evidence for rural schools' better outcome is not clear. One reason for such obscurity is that education is dominated by urban values and between students and staff, and students became highly dependent on each other for comfort and support. A comparison was made between BIA schools and non-BIA boarding schools. Recommendations include structural changes in the BIA-ORBS relationship, school size, and staff work assignments; procedural changes related to basic philosophy and mission, problem-solving methodology, parent-school interaction, and school climate; and changes in school leadership and professional nature of staff. Survey and interview instruments are included. (SV)

ED 339 569 RC 018 408

Cockrell, David, Ed.
The Wilderness Educator: The Wilderness Education Association Curriculum Guide.
PUB DATE- 91
NOTE- 205p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Camping; Decision Making; Group Dynamics; Leaders Guides; Leadership; Leadership Styles; *Leadership Training; *Outdoor Education; *Teaching Methods
IDENTIFIERS- *Outdoor Leadership; *Wilderness Education Association; Wilderness Education Programs

To help with the teaching of wilderness expeditionary leadership, this book contains knowledge regarded as essential for Wilderness Education Association (WEA) instructors. WEA courses are educational expeditions of 28-35 days designed to teach outdoor leadership in wilderness environments. Chapters focus on the "whys" behind fundamental principles, on ways to teach in the field, and on complex or poorly understood issues of importance. Chapter 1 introduces WEA and discusses outdoor leadership certification, WEA Steward Programs, and WEA accreditation of university courses. Chapter 2 draws on the literature of outdoor leadership and social and organizational psychology to develop a framework for making quality decisions in the field. Chapter 3 examines group dynamics in the outdoors and the behavior and styles of effective leaders. Chapter 4 discusses the teaching of environmental ethics and camping practices to minimize ecological and social impact. Chapter 5 outlines basic wilderness skills--selection of clothing and equipment, trail techniques, teaching navigation, and basic camping practices. Chapter 6 describes nutrition, rations planning, and outdoor food preparation. Chapter 7 reviews adventure skills, travel modes and organization, safety, accident prevention, and risk management. Chapter 8 describes pretrip medical requirements for participants, first aid kits, and wilderness emergency procedures and treatment. Chapter 9 outlines program administration--planning, development, outfitting, and evaluation. Each chapter contains a reference list. An index is included. (SV)

ED 339 570 RC 018 409

Andrews, Susan, Ed.; Dayo, Dixie
New Paths, Old Ways: An Alaska Native Studies Catalog for Teachers.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- 88
NOTE- 234p.
LANGUAGE- English

related to parent-based early childhood education, promotion of tribal language and culture, training of Native teachers, and strengthening of tribal community colleges; (4) creating mechanisms of accountability; and (5) fostering understanding of the relationships between tribes and government. Specific recommendations are outlined for parents, educators, Native communities, and governmental bodies, as well as priorities for additional funding, research, and higher education. This report contains 12 notes, 60 references, a list of 21 commissioned papers, and descriptions of 13 model programs and successful practices in American Indian education. (SV)

ED 339 588 RC 018 536

Cahape, Patricia, Ed.; Howley, Craig B., Ed.
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 130p.; For Final Report of the Task Force, see RC 018 443.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; American Indians; *Curriculum Development; Early Childhood Education; *Educational Needs; *Educational Strategies; Educational Trends; Elementary Secondary Education; Federal Indian Relationship; Higher Education; *High Risk Students
IDENTIFIERS- Culturally Relevant Curriculum; *Indian Nations At Risk Task Force

This volume contains summaries of 20 papers commissioned by the Indian Nations At Risk Task Force. Based on research, testimony, and written materials submitted to the Task Force by hundreds of educational practitioners and concerned citizens, the papers provide in-depth analyses of current conditions in Native education and set forth rationale, plans, and strategies for the improvement of American Indian and Alaska Native education. The focus is on action to ensure high quality academic programs that are delivered in a Native cultural context. The topics of the 20 papers are: current conditions in American Indian and Alaska Native communities; current demographics and trends in Native American education; responsibilities and roles of governments and Native people in Native education; funding and resources; Native and non-Native teachers and administrators for schools serving Native students; continuous evaluation of Native education programs; early childhood education in Native communities; plans for dropout prevention and special school support services; improving parent participation; incorporating Native languages and culture into the curriculum; strategic plans for use of modern technologies in Native education; curricula for reading and language arts, mathematics and science, and history and social studies; gifted and talented Native students; Native Americans with disabilities; Native higher education; tribal colleges; adult literacy and vocational and technical education; and a concluding prospectus on change and development for Native education. This volume contains information about the authors and the work of the task force, and instructions for obtaining the full-length papers. (SV)

Volume II. Children's Problem-Solving Behavior and Their Attitudes toward Mathematics: A Study of the Effects of SQUARE ONE TV.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 341p.; For other volumes in this set, see SE 052 596-598. For related documents, see SE 052 599-604.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Television; *Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; *Mathematical Enrichment; Mathematics Education; Mathematics Instruction; *Problem Solving; *Student Attitudes; *Television Curriculum
IDENTIFIERS- *Square One TV

The current period in mathematics education can be characterized as one of reform. Many feel that children in the United States are not learning enough appropriate mathematics; these critics are concerned with the specific areas of problem solving and children's conceptions of the nature and uses of mathematics. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV, a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from 4 public schools in Corpus Christi, Texas. Performance and attitude data were collected from a subgroup of 24 students exposed to 30 SQUARE ONE TV programs and from 24 students in a control group having no SQUARE ONE TV contact. Reported here are the purpose and general design of the study and the effects of SQUARE ONE TV on children's problem solving," presented in the first two volumes of a five volume report. Results on children's problem-solving actions indicated that viewers of SQUARE ONE TV programs demonstrated statistically significant gains between the pretest and posttest, both in their use of problem-solving behaviors and in the mathematical completeness and sophistication of their solutions, and that this effect was not different for children of differing sex, socioeconomic status, ethnicity, or standardized test performance. The overall implication is that sustained, unaided viewing of SQUARE ONE TV can have a significant impact on children's problem solving. (MDH)

ED 339 606   SE 052 596

Debold, Elizabeth; And Others
Children's Attitudes toward Mathematics and the Effects of SQUARE ONE TV--Volume III. Children's Problem-Solving Behavior and Their Attitudes toward Mathematics: A Study of the Effects of SQUARE ONE TV.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 515p.; For other volumes in this set, see SE 052 595-598. For related documents, see SE 052 599-604.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Attitude Measures; *Childrens

in the explanation of women's subordination, bringing closer than ever the radical and socialist feminist perspectives. These perspectives detect severe limits in the State's ability to improve women's conditions while groups outside the State, particularly women-run organizations, are identified as the most likely sources of significant educational change and thus social change, in the interests of women. (Author)

ED 339 623 SO 021 139

Merryfield, Merry
Teaching about the World: Teacher Education Programs with a Global Perspective.
PUB DATE- 90
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; Educational Research; Elementary Secondary Education; *Global Approach; Higher Education; *International Education; Multicultural Education; Preservice Teacher Education; Social Studies; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Global Education

This directory is designed to provide information about teacher education programs in the United States that prepare secondary social studies teachers to teach with a global perspective. The document will be useful to persons who are interested in the movement for global perspectives in education including: preservice students and their advisers, classroom teachers, school system personnel, teacher educators, and other educators. Divided into two parts, the first part profiles individual programs outlining such information as the conceptualization of global education, program descriptions, services, special strengths, achievements, and financial aid. The second part of the directory discusses the characteristics of the programs as they relate to a growing literature on global education. Its purpose is to synthesize what teacher educators say they are doing and to reflect upon these programs as part of a movement toward global perspectives in K-12 education in the United States. A 49-item list of references is included, as well as appendices that list respondents who helped to identify global programs and questions asked of program personnel. (Author/DB)

ED 339 624 SO 021 183

Atlanta Papers: Caucus on Social Theory and Art Education. Proceedings of the Inaugural Session of the Annual Meeting of the National Art Education Association (Atlanta, Georgia, 1980).
PUB DATE- 80
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art Education; Educational Objectives; Educational Philosophy; Educational Theories; Higher Education; Social Sciences; *Social Theories

Papers included in this collection which were originally presented at the inaugural meeting of the Caucus on Social Theory and Art Education are: "Introduction: Toward a Socially Progressive Conception of Art Education" (R. Bersson); "Established Ways of Thinking" (J. Hobbs); "Needed: A New View

Beverly Hills, CA.
PUB DATE- 90
NOTE- 172p.; For corresponding teacher's guide, see SO 21 445; for equivalent elementary and secondary curriculum, see SO 021 442-443, SO 021 446-447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Civics; *Constitutional History; *Constitutional Law; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Skill Development; Social Studies; Student Educational Objectives; United States Government (Course); *United States History
IDENTIFIERS- *Founding Fathers of the United States; *United States Constitution

This curriculum, intended to be used in the middle school grades, introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed and to provide students with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. By gaining such an understanding, students will prepare themselves for the responsibility of citizenship. The curriculum employs a conceptually oriented approach that stresses the development of analytic and evaluative skills. It is intended that students will learn how to apply their understanding and knowledge to a wide variety of political questions and issues. The skills they develop will help them to relate their everyday experiences to basic issues of constitutional government and civic responsibility. The curriculum is organized into six units: (1) What is government? (2) What experiences shaped the Founders' thinking about government? (3) What happened at the Philadelphia Convention? (4) How was the Constitution used to establish our government? (5) How does the Constitution protect our basic rights? and (6) What are the responsibilities of citizens? The six units contain a total of 29 lessons. A reference section also is included containing copies of the Declaration of Independence and the Constitution of the United States, brief biographies of important Framers, and a glossary. (DB)

ED 339 643 SO 021 445

We the People Do Ordain and Establish this Constitution of the United States of America. Teacher's Guide. Level II, Middle School.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.; Milken Family Foundation, Beverly Hills, CA.
PUB DATE- 88
NOTE- 142p.; For corresponding student text, see SO 021 444; for equivalent elementary and secondary curriculum, see SO 021 442-443, SO 021 446-447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Civics; *Constitutional History; *Constitutional Law;

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Higher Education; Nuclear Technology; *Nuclear Warfare; Peace; Public Policy; Sex Differences; *Student Attitudes; Undergraduate Students; War; World Affairs; World Problems
IDENTIFIERS- *Peace Education

One approach of the peace movement has been the development of peace education course in schools and universities. This paper is an evaluation of the effects of one such course on the beliefs and attitudes of students. Two evaluations were done, one in the spring of 1988 and one in the winter of 1990. University students enrolled in a course titled, "National Security: Its Science and Technology," were assessed before and after the term and compared to a control group of students. Differences were found between the 1988 and 1990 groups of students, possibly due to the shift in world power positions. The primary effect of the course was to increase students' cognitive differentiation among related issues such as nuclear weapons, nuclear power, war, and SDI (Strategic Defense Initiative). Significant patterns of differences also were found between male and female students. A 7-item list of references is included. (Author/DB)

ED 339 666 SO 021 668

Malcolm Price Laboratory School Social Studies Curriculum Guide. Grade N-12.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; Social Sciences; *Social Studies; Student Educational Objectives; Teaching Methods

The overall goal of the social studies program of the Malcolm Price Laboratory School (Cedar Falls, Iowa) is to develop reflective citizens who manifest citizenship perspectives and competencies, while using cognitive processes and skills, to investigate society and social issues through courses and units drawn from the social sciences. This curriculum guide discusses each element of this overall goal and presents the social studies curriculum by discussing what is done at each grade level. Skills to be developed, cognitive processes involved, units to be studied, as well as teaching methods to be employed are among the topics covered at each level. The titles of the social studies courses or programs that comprise the curriculum are: (nursery/kindergarten) my world; (grade one) social science processes; (grades two and three) social science disciplines; (grade four) regional geography; (grade five) American and Iowa history; (grade six) world studies; (grade seven) American studies; (grade eight) world geography; (grade nine) world history; (grade ten) U.S. history; (grades eleven and twelve) global insights, United States government, economics, sociology, psychology, interactive communication simulations, and law related education. (DB)

ED 339 667 SO 021 676

McInerney, Claire; Park, Rosemarie
Educational Equity in the Third Wave: Technology Education for

DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Admission Criteria; Educational Research; Elementary Secondary Education; *Evaluation Criteria; Governance; Higher Education; *National Programs; Resource Allocation; *Schools of Education; Teacher Education Curriculum; Teacher Education Programs; Teacher Educators
IDENTIFIERS- Change Analysis; *National Council for Accreditation of Teacher Educ

This study was conducted in order to make public the collective criteria that have been used by the National Council for the Accreditation of Teacher Education (NCATE), since its inception in 1954. The report addresses the following issues: the standards to which professional education units in colleges and universities have been held when national certification is sought; the criteria used in judging preparation programs; and those standards which have remained constant or have changed since 1957. Copies of all NCATE standards and their revisions dating to their 1957 inception were sought. Six major targets (governance; admission and retention of students; faculty teaching, research, and service; curriculum; evaluation; and the context and resources supporting professional programs) were selected for interpretation. Findings suggest a very large number of criteria (145) are viewed as appropriate and necessary for use in judging preparation programs. About half of the original criteria introduced survive. They reflect many beliefs and values; they seem to be given equal importance, but vary in clarity; and they omit some important qualities of preparation programs. A second phase of this study will examine the validity of the standards to which professional education has been held. (LL)

ED 339 687 SP 033 429

Osguthorpe, Russell T.; Wong, Mei Jiuan
The Growing Confusion among Master's Programs in Education.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Degree Requirements; Graduate Study; Higher Education; *Masters Degrees; *Masters Programs; National Surveys; *Schools of Education; *Teacher Education Programs

This national survey was conducted to examine institutions that offer graduate programs in education and to determine trends regarding master's degree programs. Three sources of information were utilized: (1) "Peterson's Guide to Graduate Programs in Business, Education, Health, and Law (Moore, 1979, 1989); (2) university catalogues from the 1980s; and (3) a survey questionnaire mailed to 664 U.S.institutions that offer such graduate programs. Results indicate, first, that the Master of Education (M.Ed.) is, by a narrow margin, the single most common master's degree title offered in schools of education. However, 45 percent of the institutions in the study offer the more traditional Master of Science (M.S.) or Master of Arts (M.A.) rather than the M.Ed. Second, previously obscure titles are becoming more prevalent such as the Master of Arts in Education (M.A.Ed.), Master of Science in Education (M.S.Ed.), and Master of Science in Teaching (M.S.T.). Third, research and statistics requirements are not significantly different for M.Ed. versus M.S./M.A. programs. The report concludes with a call for a national dialogue to strengthen the education profession by reducing the confusion that currently

PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; Cognitive Ability; *Cognitive Tests; Intelligence Tests; Job Applicants; *Job Performance; Job Training; Literature Reviews; Minority Groups; *Occupational Tests; *Personnel Selection; *Predictive Validity; Test Bias; Test Use; *Test Validity; Vocational Education
IDENTIFIERS- *Wonderlic Personnel Test

The relationship between general cognitive ability and both training and job performance is reviewed. Existing scientific data show that there are large differences in training achievement and in job performance. Consequently, any good predictor of achievement or performance can yield a large gain in workforce productivity. General cognitive ability (a phrase that is preferred to "intelligence") is the best known predictor of job performance and training success. A review of existing studies indicates that the Wonderlic Personnel Test (and its equivalent form the Wonderlic Scholastic Level Exam) is job-related, and has a higher validity with regard to predicting training success and job performance than any alternative predictor. It is fair to minority applicants, and does not understate their abilities. Evidence that selection using the Wonderlic can yield a large increase in workforce productivity is reviewed. Use of the Wonderlic Exam is justified on scientific and practical grounds. There are 12 tables of supporting data and 1 illustrative figure. A 53-item list of references is included. (SLD)

ED 339 706 TM 017 416

Computerized Placement Management Software (CPMS): User Manual, Version 3.0.
PUB DATE- Jul 90
NOTE- 154p.; For related documents, see TM 017 417, and TM 017 630-631.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Testing; College Entrance Examinations; College Students; Computer Assisted Testing; Computer Managed Instruction; *Computer Software; Higher Education; *Management Information Systems; Microcomputers; Recordkeeping; *Records Management; *Student Placement; Student Records; Test Use
IDENTIFIERS- *College Board Computerized Placement Tests; *User Guides

This guide is designed to enable the beginner, as well as the advanced user, to understand and use the Computerized Placement Management Software (CPMS). The CPMS is a system for evaluating information about students and recommending their placement into courses best suited for them. It also tracks their progress and maintains their records. The system is designed primarily for incoming students, and is a component of the ACCUPLACER system for managing student information. The specification of the criteria for course placement is up to the user, allowing control over the variables used to recommend students for courses. Placement is based on test scores,

1989).
SPONS. AGENCY- Council for Adult and Experiential Learning, Philadelphia, PA.; Thomas A. Edison State Coll., Trenton, NJ.
PUB DATE- Jul 89
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; College Credits; Educational Assessment; *Evaluation Methods; Evaluators; *Experiential Learning; Higher Education; Knowledge Level; *Measurement Techniques; *Prior Learning; *Program Development; Program Implementation

This document summarizes the National Institute on the Assessment of Experiential Learning conference in July 1989, during which educators from the field of adult education met to discuss prior learning assessment (PLA), a process developed for awarding credit for college-level knowledge acquired outside the classroom. Some educators were exploring setting up a PLA program; others already had programs. Learning at the Institute occurred through lectures, discussions, simulations, role playing, games, and informal discussion. The topics presented at each session and the remarks of the principal speaker or discussion leader are summarized. The sessions and names of speakers or discussion leaders were: (1) "How Adults Learn through Experience" (P. Jacobs, L. Harvey, and S. Simosko); (2) "Identifying College-Level Learning" (U. Whitaker and H. W. Cabell); (3) "Documenting Learning" (U. Whitaker); (4) "Measuring Learning" (H. W. Cabell); (5) "Evaluating Learning" (S. Simosko); (6) "Selecting and Training Faculty Assessors" (L. S. Harvey and R. A. Craig); (7) "Marketing Prior Learning Assessment to Faculty, Administrators, and Potential Students" (R. A. Craig and S. Simosko); and (8) "Maintaining a Quality Program" (A. Mandell). (SLD)

ED 339 725 TM 017 598

Portfolio Assessment Handbook. 1990-91.
PUB DATE- 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Students; College Applicants; *College Credits; *Educational Assessment; Evaluation Methods; *Experiential Learning; Guides; Higher Education; Informal Assessment; Knowledge Level; *Portfolios (Background Materials); *Prior Learning; Special Degree Programs; Student Records

This handbook gives the adult student information to complete portfolios that are designed to help adult students earn college credits for outside experience. Portfolio assessment is a flexible and efficient way to earn college credit. Nearly any area of learning can be converted into credits as long as it is taught at a regionally accredited college or university and the student can prove expertise in the subject. The portfolio is a collection of data assembled in an approved format to demonstrate college-level knowledge for the award of credit. The five steps in putting a portfolio together include: (1) taking an inventory of one's knowledge; (2) choosing the area for which one wants college credit; (3) finding course developed their own collection of progressive assignments which asked students to address different audiences and voices for writing within their discipline. Peer editing was also introduced and eventually accepted by the participants. It is noted that although the workshop focussed on writing across the curriculum, the course's agenda actually helped to explore teaching across the disciplines, using writing as a means to approach learning as a process of discovery and empowerment. Contains an 11-item bibliography. (GLR)

ED 339 290 HE 025 075

Hill, Jennifer Leigh
Accommodating a Student with a Disability: Suggestions for Faculty.
PUB DATE- 5 Nov 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); College Faculty; *Disabilities; Diseases; Foreign Countries; Guidelines; Higher Education; Learning Disabilities; Physical Disabilities; Services; *Special Needs Students; Speech Handicaps; Student Characteristics; *Student Needs; Visual Impairments
IDENTIFIERS- Canada; *University of Victoria BC

This handbook provides information for University of Victoria faculty that will assist in the process of accommodating students with disabilities in the classroom or the laboratory. The focus of the handbook is on ways that instructors can modify the learning environment to facilitate learning for these groups, and it is divided into sections based on the common condition found for a particular disability. The handbook begins with a general discussion concerning students with disabilities and presents general guidelines to assist faculty and staff to determine what accommodations are best for facilitating disabled students' learning in each individual case. Next, information is presented about the school's available support services: student and ancillary services; counseling services; and health services. Discussions concern accommodating students who exhibit the following disabilities: visual impairment, hearing impairment, speech and language impairment, learning disability, physical impairment (e.g., the student with epilepsy), chronic health problems (e.g., the student with diabetes), and psychiatric disability. Appendices include the University of Victoria Senate Statement on Quality Teaching and Learning, the University of Victoria Policy on Access by the Disabled to University Services and Facilities, and a section of a university report involving students with Acquired Immune Deficiency Syndrome. Contains 27 references. (GLR)

ED 339 291 HE 025 076

Karr, Mary Beth
Financial Exigency as Just Cause for Dismissal of Tenured Faculty in Higher Education: What Are the Legal Issues?
PUB DATE- Oct 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 7, 1991).

taken from ninth grade questionnaires and focused on variables of background, educational expectations, student characteristics, information impact, and college costs. The results indicated that a constellation of student and parental factors are associated with the certainty of students' postsecondary plans. The study confirmed the importance of parents in shaping the educational expectations of their children. Also, students who talk to their parents more than their peers and whose parents have higher educational expectations are more likely to plan to attend college. Involvement in high school activities also was found to be an indicator of students' postsecondary educational plans. Included are four tables, an appendix containing a list and descriptions of variables, and 52 references. (JB)

ED 339 309 HE 025 094

Hossler, Don; And Others
What Really Counts: An Investigation of the Factors Associated with the Perceived Importance of College Attributes among High School Senior. ASHE Annual Meeting Paper.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Nov 91
NOTE- 55p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *College Choice; Decision Making; Family Characteristics; Grade Point Average; Higher Education; High Schools; *High School Seniors; *Institutional Characteristics; Parent Aspiration; Parent Influence; *Postsecondary Education; Racial Differences; Sex Differences; Student Characteristics
IDENTIFIERS- *ASHE Annual Meeting; Indiana

This study examined a longitudinal data set (9th through 12th grade students from Indiana) to pose questions about the importance students place on certain college and university attributes as part of their college choice process. Using factor analysis, analysis of variance, and discriminant analysis on data about a representative sample of 110 students, the study established a series of discrepancy scores to indicate the extent to which a student ideally believed an attribute was important to them versus the extent to which the student believed the attribute was actually present in their first choice of institution. Results found that background (family/student) characteristics, others with whom the student talked about college plans, sources of information about institutions, and activities to learn about colleges, affected different institutional attributes in different ways. Although some background variables mattered on all attributes, they had the most effect on attributes defining the location of the college and interpersonal involvement characteristics. Neither a student's grade point average nor educational aspiration affected any of the attributes. The significant others that students talked to about their plans and aspirations affected all measures of the importance of attributes while informational and learning activities affected all but one. Included are four tables, one figure and 57 references. (Author/JB)

ED 339 310 HE 025 095

framework. Finally, the contributions of symbolic interactionism used in research in higher education are explored. Contains 21 references. (GLR)

ED 339 328 HE 025 113

Schmit, Jack
An Empirical Look at the Search Stage of the Student College Choice Process. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 74p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Causal Models; *College Bound Students; *College Choice; Criteria; Data Collection; *Decision Making; Higher Education; High School Students; Parent Influence; Parent Role; Questionnaires; *Research Design; *Research Methodology; Sex Differences; Student Attitudes; Student Characteristics; Student Educational Objectives
IDENTIFIERS- *ASHE Annual Meeting; Indiana

This study examined the process of college choice focusing on the earlier stages of the college choice process among 4,923 high school students (3,110 students participated by returning completed surveys) involving 21 high schools in Indiana. The study attempted to: (1) construct a mid-range model representing the search phase of the college choice process; (2) determine what factors accounted for the variance within this mid-range model; and (3) test the variables found in the model using a structural equations modeling technique. Study variables involved student background, attitudes, parental support, and search criterion. Among 11 conclusions were the following: female students appear to have a stronger commitment toward their after-high-school plans; male students receive more parental support than female students; fathers with lower levels of education provide more encouragement for their child's educational plans; and the search stage of student college choice has structure and can be represented by a mid-range model. A description is provided of the final empirical model that was developed from the study, followed by explanations of the influential impact of each of the variables on student search process. Recommendations for policymakers, secondary and postsecondary institutions, and researchers are provided. The appendix includes the student questionnaires developed for the study Contains a 104-item bibliography. (GLR)

ED 339 329 HE 025 114

Thomas, Alice M.
Standards for the Conduct of Quality Assessment in Higher Education. ASHE Annual Meeting Paper.
PUB DATE- 3 Nov 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; Delphi Technique; *Educational

Instrument Digital Interface in the Classroom.
PUB DATE- 91
NOTE- 108p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Selection; *Courseware; Elementary Secondary Education; Inservice Teacher Education; Microcomputers; *Music Education; *Music Teachers; Postsecondary Education; Questionnaires; *Staff Development
IDENTIFIERS- *Musical Instrument Digital Interface

This practicum report describes an instructional program designed to increase teacher awareness of the technological applications of musical instrument digital interface (MIDI) in the classroom. The primary goal of the study was to assist music teachers in becoming more informed about MIDI, and to enable them to effectively select the appropriate computer hardware and software for their instructional settings. After the acquisition of the current versions of MIDI compatible software, five training sessions were designed in which teachers could develop skills while previewing the software programs. The training session topics included an overview of MIDI, an introduction to MIDI compatible music sequencing software, an introduction to MIDI compatible music notation software, an introduction to MIDI compatible music instructional software, and a discussion of amplification and sound reinforcement. Results of a questionnaire completed by participating music teachers indicated that they had accomplished the following: (1) gained knowledge of the components used in a MIDI network system; (2) gained proficiency in the operations of MIDI compatible music sequencing, notation, and instructional software; and (3) gained knowledge about current music software programs. In addition, participants requested more in-depth training on MIDI programs. It is recommended that continuing staff development efforts for music teachers be offered using MIDI compatible software. Appendices contain the questionnaire used in the study, workshop planning forms, a list of software producers, and other documentation. (56 references) (Author/DB)

ED 339 348 IR 015 290

Brennan, Elizabeth C.
Improving Elementary Teachers' Comfort and Skill with Instructional Technology through School-Based Training.
PUB DATE- 91
NOTE- 148p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Elementary School Teachers; Formative Evaluation; Inservice Teacher Education; Long Range Planning; Microcomputers; Postsecondary Education; Questionnaires; Staff Development; Teacher Workshops

This practicum report describes a program designed to increase elementary teachers' comfort and skill in the use of computer related technology for the purpose of establishing effective integration of instructional technology. Other stated ancillary goals included improved instructional effectiveness in the

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Educational Technology; Elementary Education; *Learning Activities; Learning Modules; Lesson Plans; *Science Instruction; *Skill Development; Social Sciences; *Technological Literacy

This report contains four learning modules designed to support a range of objectives that include increasing technological literacy, and improving written and verbal communication skills, psychomotor skills, computational skills, geometry, analysis, problem solving, and other critical thinking skills. The activities described in each module support topics in the physical sciences and may be tied to topics in the social sciences as well. Each of the four modules provides lesson plans for a different activity: (1) manufacturing a toy wooden van; (2) designing and constructing a robot; (3) constructing an electrical telegraph communications system; and (4) manufacturing a hot air balloon. Designed for use by elementary school teachers, the lesson plans contain lists of concepts supported in the module, materials lists, tools needed, and instructions for completing the activities. It is noted that these lessons may be modified for higher or lower skill levels, or may serve as a framework for different activities. (34 figures) (DB)

ED 339 365 IR 015 328

Pedras, Melvin J.; Braukmann, Jim
Technology Education for Elementary School Teachers.
PUB DATE- 91
NOTE- 13p.; Paper presented at the Annual Conference of Partnerships in Education (Lewiston, ID, October 3-4, 1991). For a related paper, see IR 015 327.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Elementary Education; Elementary School Curriculum; *Elementary School Teachers; Microcomputers; Problem Solving; *Teacher Role; *Technological Literacy

The changing nature of educational technology in our society provides elementary school teachers and other educators with numerous challenges and problems for the elementary school curriculum. One such challenge is to teach students how to solve problems and utilize the general education they acquire to arrive at realistic solutions. Elementary students must be taught to make informed decisions about technology, its uses, and its impact on society. To that end, many classroom teachers are beginning to include hands-on class activities utilizing microcomputers to reinforce problem solving skills. It is particularly important that elementary students become technologically literate so that they may advance in the society of the 21st century. (21 references) (DB)

ED 339 366 IR 015 329

Information Technology for Training and Education (ITTE) Conference Proceedings (Brisbane, Queensland, Australia, February 4-8, 1991).
PUB DATE- Feb 91

articles for them to read before the workshop; information on each of the presenters; bibliographies or lists of suggested readings on library and faculty collaboration in undergraduate teaching, library skills instruction and critical thinking, and ideas for library assignments and teaching; a workshop evaluation form; and copies of 21 overhead transparencies that are keyed to the workshop outline. (DB)

ED 339 383   IR 053 837

Burge, Elizabeth J.
Relationships and Responsibilities: Libraries and Distance Educators Working Together.
PUB DATE- Oct 91
NOTE- 20p.; Opening Keynote Address for the Off-Campus Library Services Conference (Albuquerque, NM, October 30-November 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Adult Education; *Adult Learning; *Distance Education; Foreign Countries; Higher Education; *Interaction; Interprofessional Relationship; Librarian Attitudes; *Library Role; Peer Relationship; Student Attitudes; *Teacher Student Relationship; Telecommunications

Emphasizing the "people" context of the work of librarians in off-campus libraries, this paper argues that intelligent use of technology ought to drive librarians toward a more sophisticated approach to the existing strengths, learning goals, and living and learning style preferences of distance learners as they cope with the stresses of their societal roles. It is further argued that one of the key principles of the relationships and responsibilities which operate to maintain effective graduate level distance learning is that the relationships between the learner and the professor, the learner and the librarians, and the professor and the librarians should reflect a learner-centered view and, therefore, be collaborative in nature. It is noted that, while the experience of the Ontario Institute for Studies in Education has been fairly successful on the whole, the smaller scale of the context made it easier to nurture relationships and explain how responsibility in learning and teaching is divided. The results of two recent studies which explored the relationships among libraries, distance educators, and distance learners are cited as examples of how responsibilities and relationships on larger scales may operate with less success. These studies found that librarians were isolated from the distance education environment; interaction among distance learners and their educators was at a minimum level; and distance learners felt that they were not receiving enough feedback or encouragement from their instructors. It is concluded that, in light of today's technologies, which are increasing the amount of distance learning, librarians must re-establish themselves as educators and play a more participatory role in the process of distance and adult education. (19 references) (MAB)

ED 339 384   IR 053 838

Getz, Richard E., Comp.
Library Laws of Texas.

A Comparison of Full-Time to Part-Time Faculty and Full-Time to Part-Time Science Faculty in Terms of Student Success at Pima Community College.
PUB DATE- Nov 91
NOTE- 133p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age; *College Faculty; Community Colleges; Comparative Analysis; *Employment Level; *Full Time Faculty; Literature Reviews; *Part Time Faculty; Science Instruction; Sex; Tables (Data); Teacher Characteristics; *Teacher Employment; Teacher Student Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Pima Community College AZ

Following an accreditation site visit which determined that the part-time faculty at Pima Community College (PCC) accounted for 80% of the total faculty on a headcount basis, a study was conducted comparing the characteristics of full- and part-time faculty, and, in particular of full- and part-time science faculty. In addition, student grades were examined to determine whether being taught by a full- or part-time faculty member affected student success. Faculty information was collected by the PCC administration via surveys distributed to 1,500 part-time faculty, and to all full-time department chairpersons, while student data were collected from PCC's student information files for the previous 5 years. Major findings included the following: (1) no national standards were discovered for determining an ideal ratio between full- and part-time faculty, and all accreditation agencies, in one form or another, were found to address part-time faculty ratios as an individual institution's concern; (2) a chi square analysis revealed no differences in student success rates for full- and part-time faculty in general, or for science faculty in particular; (3) while significant differences in success rates seemed to be related to student gender, when course completion rates for a random sample of students were examined no significant gender differences were found; and (4) the dominant faculty profile at PCC was a white male, 44 years of age, with a master's degree and 5 years of teaching experience. Appendixes include related memorandums, data summaries, and the survey form. (JMC)

ED 339 404 JC 910 490

Barber, Paula; Lafrance, Glenys
College Cambrian College Board of Governors Resource Manual.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Board Administrator Relationship; College Administration; Community Colleges; Foreign Countries; *Governance; *Governing Boards; Guides; Institutional Mission; *Resource Materials; Two Year Colleges
IDENTIFIERS- *College Cambrian College OT

Intended as a resource manual for new and continuing governing

Agreements; Part Time Faculty; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Waubonsee Community College IL

The collective bargaining agreement between the Board of Community College District No. 516, State of Illinois, and the Waubonsee Community College Faculty Federation Local #2065 is presented. This contract, covering the period from June 10, 1988 through June 11, 1990, deals with the following topics: Federation recognition and definitions; Federation-Board relations; Federation activities; academic freedom and democracy in public college education; salary and rates of pay; insurance and fringe benefits; conditions of employment for teaching faculty, including provisions related to class size, teaching load, teaching program, termination of teaching assignments, duties, and formal student evaluations; conditions of employment for counseling faculty, including provisions related to counselors' work schedule and qualifications; academic year and calendar; appointment, retention, and dismissal of faculty; leaves; grievance procedures; the scope of the agreement; conformity to law-savings clause; management rights clause; entire agreement clause; duration of the agreement; and a no-strike pledge. Appendixes provide the load ratings for large and small group instruction, compensation schedules, payroll dues deduction authorization, and tenure policies. (JMC)

ED 339 422 JC 910 561

Agreement between the Moraine Park Vocational, Technical and Adult Education District and the Moraine Park Federation of Teachers, Local 3338, July 1, 1989--June 30, 1991.
PUB DATE- 89
NOTE- 56p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Moraine Park Technical College WI

The collective bargaining agreement between the Moraine Park Vocational, Technical and Adult Educational District Board and the Moraine Park Federation of Teachers is presented. This contract, covering full-time faculty, guidance counselors, and school health nurses at Moraine Park Technical College, applies to the period from July 1, 1989 through June 30, 1991. The contract contains provisions regarding the following: bargaining agent recognition; negotiation procedures; management and Federation rights; grievance procedure; teacher supervision; procedure relating to renewal or nonrenewal of contract, dismissal, or other discipline; no strike clause; conditions of employment, including teacher assignment, vacancies, job posting, transfer, and reassignments, work week, workday, length of school year, certification, academic freedom, publication and developmental rights, workload formula, personal supplies, determination of teacher continuous service, and curriculum development pay; teachers' salaries, to examine how SEOA has developed within Virginia's institutions of higher education, a survey was mailed to the faculty senate chairpersons, curriculum committee chairpersons, and chief assessment officer of 23 community colleges, 15 public senior institutions, and 28 private senior institutions in the state. Response rates were 62%, 26%, and 27% for the three different types of institutions respectively, yielding an overall response rate of 39%. Specifically, the survey sought information on the percent of full-time faculty directly involved in SEOA, the impact of SEOA on the institution's governance structure, and the integration of SEOA into academic practices. Study findings included the following: (1) estimates of faculty involvement were 38% in public senior instituitons, 45% in private senior institutions, and 51% in the community colleges; (2) only 15 of 74 responses indicated that SEOA had led to any type of structural change; (3) 57% of respondents at public senior institutions, 43% at private senior institutions, and 51% at community colleges believed SEOA had been integrated into normal academic processes; (4) faculty senate chairpersons were least likely to respond to the survey; (5) open-ended comments indicated that SEOA had become predominately an administrative process. Study findings suggest that SEOA in Virginia has yet to prove itself as anything other than a reporting process. References are included. (PAA)

ED 339 439 JC 910 581

Seppanen, Loretta
Video Telecommunications in Washington Community Colleges. An Update of the Course Offerings for Academic Year 1989-90 and 1990-91. Operations Report No. 91-5.
PUB DATE- Nov 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Community Colleges; *Distance Education; *Enrollment Trends; Full Time Equivalency; Student Behavior; *Student Characteristics; Student Educational Objectives; Teacher Student Ratio; *Telecourses; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Washington

A study was conducted in the Washington Community and Technical College system on the quality of telecourses, current telecourse offerings, and plans for the use of telecourses. Where appropriate, findings for 1990-91 were compared with 1988-89 data. Study findings included the following: (1) the unduplicated headcount for telecourse enrollment in 1990-91 was 5,204, a 64% increase from the 3,178 enrollees in 1988-89; (2) 50% of telecourse students worked full-time and 38% were parents; (3) the median age of telecourse students dropped from 30 years in 1988-89 to 26 years in 1990-91; (4) in 1990-91, 17 (out of 19) community colleges offered telecourses to a total of 706 full time equivalent (FTE) students, an increase of 92% over the 367 FTE's in 1988-89; (5) all growth in telecourse FTE's since 1988-89 has been in academic subjects, with vocational subject areas showing a decline for the past 3 years; (6) there were no FTE's in basic skills telecourses in either 1988-89 or 1990-91; (7) more than 400 telecourses were offered in 1990-91, with half the courses in the social sciences, and one quarter in the natural sciences; (8) classes with 30 or more students grew from 12% to 17% of the total number of classes between 1988-89 and 1990-91; (9) in

Huttenlocher, Janellen; And Others
The Coding of Spatial Location by Young Children.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; *Encoding (Psychology); *Perceptual Development; *Spatial Ability
IDENTIFIERS- Landmarks; Spatial Tasks

A study tested the possibility that children 16-24 months old and 6-7 years old can code distance without the use of landmarks. Younger children sat with their mothers at the side of a sandbox and watched the experimenter hide a toy in the sand. After being distracted, the children looked for the toy in the box. Nine trials were used, with toys hidden at locations six inches apart. For the older children, 19 trials were used, with toys hidden three inches apart. Both groups of children correctly coded the locations of the hidden objects. A second study tested the possibility that children divide space in a hierarchical organization. Children of 4, 6, 8, and 10 years were shown a page which contained a rectangle with a dot and a page with a blank rectangle. Subjects were to draw a dot in the blank rectangle in the same position in which they had seen it in the first rectangle. For subjects of all ages, the pattern of response showed bias outward from the center, and inward from the edges, of the rectangle, indicating that subjects were dividing the space in half in making their location judgments. This pattern is identical to adult patterns of spatial coding. Fourteen figures are attached. (BC)

ED 339 457 PS 020 002

Irving, Robin M.
Improving Active Parent Involvement for Preschool Teachers and Parents through In-Service Training.
PUB DATE- 91
NOTE- 114p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Higher Education; Inservice Teacher Education; Parent Child Relationship; Parenting Skills; *Parent Participation; *Parents as Teachers; Parent Teacher Cooperation; Preschool Children; Preschool Education; *Preschool Teachers; Teacher Student Relationship

This paper describes the implementation of a program at a preschool that served as a training laboratory for college students in early childhood education. A series of interviews and questionnaires indicated that parents and teachers were interested in improving parent involvement in preschoolers' education. A training program designed to address this interest contained four objectives: (1) parents would practice active parenting skills and (2) improve their parenting skills; teachers would (3) identify strategies to increase parent involvement and (4) demonstrate the use of strategies to teach children communication, responsibility, and cooperation. Parent-child activity calendars were given to parents. These calendars listed activities for children for each day between September and April. Monthly log sheets for recording involvement between guidelines, and requirements. Legislative recommendations call for the development of a common definition of developmental appropriateness for prekindergarten programs; a coordinated self-study of early childhood care and education programs and services that will determine how they meet the common definition; and the establishment and funding of an early childhood clearinghouse at the Texas Education Agency. Appended are statistics on prekindergarten programs; telephone survey information; a summary of state and federal regulations; a transcript of pending legislation; and information on essential elements for a prekindergarten. Contains 13 references. (LB)

ED 339 476 PS 020 066

Brody, Leslie R.; Hay, Deborah H.
An Alternative to Self Report Measures of Self-Esteem: Validation of a Projective Measure for Children and Adults Based on the TED.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; Interrater Reliability; *Measurement Techniques; Pictorial Stimuli; *Projective Measures; Psychological Evaluation; *Self Esteem; Social Desirability; Test Reliability; *Test Validity
IDENTIFIERS- *Self Report Measures; *Tasks of Emotional Development (Revised); Test Retest Reliability

This paper reports on evaluations of a projective measure of self-esteem adapted from the Tasks of Emotional Development (TED). The evaluations were conducted in 7 studies with a total sample of 416 children and adults. The revised TED uses a five-point scoring system ranging from negative to positive self-esteem. Interrater reliability in the evaluations ranged from 77 to 100 percent, and test-retest reliability was high. Results from the seven studies indicated that children's scores on the revised TED related to some self-report measures of self-esteem, including subscales of the Harter Perceived Competence Scale; behavioral problems; social and academic performance; and parents' self-esteem. Adults' scores related to reported medical symptoms; problems in sexual functioning; and some personality characteristics, such as passivity. The revised TED correlated less well with social desirability scales, including the Children's Social Desirability Questionnaire, than did self-report measures. Appended materials include the revised TED picture stimuli; a description of the scoring system; and summaries of the seven evaluation studies. Each summary includes author, title, date, a description of the sample, a list of relevant self-esteem measures, and results of the study. A 10-item reference list is provided. (BC)

ED 339 477 PS 020 070

Nurkse, Dennis; Castelle, Kay
In the Spirit of Peace: A Global Introduction to Children's Rights.
PUB DATE- 90
NOTE- 92p.; For a related document, see PS 020 071.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

DESCRIPTORS- Adolescents; *Behavior Problems; Child Rearing; Course Descriptions; *Discipline; Family Life; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; Parent Attitudes; *Parent Child Relationship; Parent Education; Postsecondary Education; Questionnaires
IDENTIFIERS- Child Behavior; Colorado State University; *Family Rules

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives are for participants to: (1) identify family rules and evaluate their effectiveness; (2) understand the characteristics of effective discipline with children; and (3) learn about ways to handle the misbehavior of children and adolescents. The module consists of three lectures. Each lecture includes reading material and exercises for individuals or groups. Lecture 1 considers the process of learning family messages and rules and lists various types of rules implemented in families. Lecture 2 discusses the characteristics of effective discipline, especially discipline for adolescents. Good discipline stresses the present, is suited to a child's age, sometimes ignores certain behaviors, makes expectations clear, and provides explanation. Lecture 3 considers the handling of difficult children. Possible reasons for child misbehavior are discussed, and types of parental behavior that might help eliminate the causes of child misbehavior are listed. A five-page form for evaluating the module is included. (BC)

ED 339 496 PS 020 102

Schatz, Mona Struhsaker; Glenn, David
Process and Practice: Three Domains in Foster Care. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Feb 91
NOTE- 34p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Caseworkers; *Course Descriptions; Family Attitudes; Family Environment; *Family Relationship; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; Postsecondary Education; Questionnaires; *Social Services; *Systems Approach; Training Objectives
IDENTIFIERS- Colorado State University; *Family Systems Theory; Placement (Foster Care)

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) the organization of a social services foster care system; (2) the functioning of human systems and the rules governing their operation; and (3) the difficulties complex systems have in responding to clients' needs. This module consists of two lectures. Lecture 1 considers the three domains of the foster care system. These domains are the family system; foster care services; and agencies or institutions such as the police and courts that perform related services for families. An exercise for sketching a simple child placement sequence is included.

DESCRIPTORS- *Child Advocacy; *Child Development; Child Health; Developing Nations; Disabilities; Emergency Programs; Females; Financial Support; Immunization Programs; Individual Development; *International Cooperation; Nutrition; *Primary Health Care; Private Agencies; Program Descriptions; Public Agencies; Sanitation
IDENTIFIERS- Basic Education; Childhood Illnesses; *UNICEF; United Nations Convention on Rights of the Child; *World Summit for Children

This report describes efforts made during 1990 by UNICEF and other organizations on behalf of the world's children. Nations attending the World Summit for Children in September committed themselves to achieving objectives to enhance the development of children by the year 2000. Efforts to benefit children in 1990 included programs dealing with immunization, diarrhea, AIDS, guinea worm disease, primary health care, and nutrition. Other programs to help children concerned basic education, sanitation, urban services, childhood disability, women's development, emergency relief, and interagency cooperation. In 1990, advocacy on behalf of children was enhanced by: (1) the mobilization of UNICEF's resources in conferences, publications, and education; (2) participation by the public, nongovernmental agencies, and national committees in children's programs; (3) the support of world celebrities; and (4) the increased success of UNICEF's greeting cards and similar operations. Efforts profiled in this report include projects to help AIDS orphans in Uganda; expand the New School program in Colombia; construct latrines in Lesotho; provide loan credits to women in Nepal; establish day camps for children in Lebanon; and poll children in Ecuador and Costa Rica on the Convention on the Rights of the Child. A series of maps, tables, and charts describing UNICEF's programs, income, and other aspects of UNICEF, is provided. (BC)

ED 339 515 PS 020 128

Lead Poisoning. Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundred Second Congress, First Session (April 25 and July 26, 1991). Including H.R. 2840, a Bill To Amend the Public Health Service Act To Reduce Human Exposure to Lead in Residences, Schools for Young Children, and Day Care Centers, Including Exposure to Lead in Drinking Water.
PUB DATE- 91
NOTE- 676p.; Serial No. 102-28.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Development; *Child Health; *Drinking Water; *Environmental Standards; Federal Regulation; *Lead Poisoning; Pollution; Public Agencies; *Public Health
IDENTIFIERS- Congress 102nd; *Paint; Public Health Service Act

On April 25, 1991, a hearing examined the problem of lead poisoning and reviewed the actions taken by the Environmental Protection Agency and other agencies to address the problem. Many of those who gave testimony considered the actions to be inadequate. The detrimental effects of lead on human health, and especially children's health and development, were discussed. Paint and drinking water were identified as major sources of lead in the environment. On July 26, 1991, the subcommittee met again to hear testimony concerning H.R. 2840, a bill to amend the Public Health Service Act to reduce human exposure to lead in residences, schools for young children, and day care centers. The text of the bill is included in the

IDENTIFIERS- Congress 102nd; *Fetal Drug Exposure

A Congressional hearing was held to focus on problems faced by schools due to students who have been exposed to drugs, and ways the federal government can help teachers and administrators ameliorate the crisis of student exposure to drugs. The topics discussed included teachers' difficulties in dealing with the increasing number of drug-exposed children; prenatal and perinatal drug exposure; the role of special education in dealing with drug-exposed children; children exposed to crack; the need for a government initiative consisting of treatment and education; research and experience that indicates that drug-exposed children can be taught; early intervention programs sponsored by the Office of Special Education and Rehabilitative Services of the Department of Education; and programs to train teachers to deal with drug-exposed students. Testimony and prepared statements were presented by three committee members and nine individuals representing various organizations, institutions, or municipalities with an interest in the topic of children's exposure to drugs. (BC)

ED 339 534 PS 020 152

Rabin, Beth E.; And Others

Children's Perceived Realism of Family Television Series.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- Apr 91

NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adults; Age Differences; *Commercial Television; Demography; *Elementary School Students; Elementary Secondary Education; Ethnicity; *Perceptual Development; *Realism; *Secondary School Students

IDENTIFIERS- Cosby Show; Different Strokes (Television Program); Family Ties (Television Program)

This study examined the influence of grade level, program content, and ethnic match between viewer and television characters on children's perceptions of the realism of families portrayed in television series. In the 1986-87 school year, a sample of 1,692 children in 2nd, 5th, and 10th grades completed a 13-item questionnaire measuring their perceptions of the realism of their two favorite family format television shows. The three most popular shows were "The Cosby Show," "Family Ties," and "Diff'rent Strokes." The 858 children who chose these shows were used as the sample. In 1989, a sample of 40 adults also completed the questionnaire in relation to these shows. Results indicated that perceived realism scores decreased with age. There was no relationship between perceived realism scores and the ethnic match between the viewer and the television family. Based on the adults' perceived realism scores, the 13 items measured for each show were divided into highly unrealistic, somewhat realistic, and highly realistic content. The children's questionnaire responses were then rescored for these three subscores. Results indicated that there were no age differences for highly unrealistic items or somewhat realistic items, and that perceived realism scores for highly realistic items decreased with age. A list of 30 references is included. (BC) standards. To recapture the relevance of learning, a style of schooling and classroom organization is needed to actively engage students with the natural and human world around them, not just in the context of science or social studies, but as subject matter for artistic expression, mathematical analysis, astronomy, history, and reading and writing. Because of their small scale and ready access to the environment, rural schools are able to implement these activities more easily than large urban schools. Rural schools have the opportunity to be leaders in redesigning schools for the future. Includes 25 references. (ALL)

ED 339 553 RC 018 080

Rosenthal, Thomas C., Ed.
Training Physicians for Rural Health Careers in New York State. A Rural Resources Special Focus Report. Proceedings of a Symposium (Buffalo, New York, November 9-10, 1989).
PUB DATE- Sep 90
NOTE- 52p.; Maps will not reproduce well due to extremely small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Higher Education; *Medical Education; Medical Schools; Medical Services; *Physicians; *Primary Health Care; *Rural Areas; Rural Education; Rural Urban Differences; Selective Admission; State Aid; *Student Recruitment
IDENTIFIERS- *New York

The availability of primary health care services is an growing concern of New York's rural citizens. Many rural country doctors are approaching retirement age, while most graduating physicians choose high tech specialties rather than primary care. In November 1989, a statewide conference examined the role of New York State medical schools in addressing the shortage of physicians in rural areas. This proceedings presents the perspectives of state legislators, medical educators, rural physicians, and the New York State Commission on Graduate Medical Education, including recommendations on physician reimbursement, practice site development, and physician training. Five model programs or strategies for training and recruiting rural physicians were described: (1) the remote campus at Binghamton; (2) selective medical school admissions policies favoring rural residents; (3) the extended rural preceptorship to give medical students experience at rural training sites; (4) state government initiatives in Texas; and (5) Michigan State University's comprehensive program in the upper peninsula. Three workshop reports focus on medical school curriculum, selective admissions, and physician recruitment and retention, with recommendations about a comprehensive approach to increasing the availability of rural primary care physicians. This proceedings contains maps and charts covering availability of primary care and rural-urban differences. Appendices contain background reading materials, symposium participants, rural-urban classification of New York counties, and a summary of relevant New York state legislation. (SV)

ED 339 554 RC 018 134

Kite, Julian M.
A K-12 Approach: Cost-Effective "At Risk" Program in a Rural Setting.
PUB DATE- Mar 91

EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; *Cultural Education; Educational Media; *Educational Resources; Elementary Secondary Education; *Eskimos; Ethnography; Higher Education; *Instructional Materials; Library Materials; Resource Materials; *Social History; *Social Studies

This catalog contains over 200 entries listing books, booklets, newspapers, magazines, reference materials, videos, and other multi-media resources about Alaska Natives. The catalog was designed for use by secondary school social studies teachers, but many entries could be useful in other academic disciplines and in classes ranging from elementary school to college. All entries are annotated and cataloged by subject area including Alaska Native arts, the Alaska Native Claims Settlement Act, biographies, culture, ethnography, history, legends and stories, and subsistence. Also included are entries describing projects in progress, research ideas, audio-visual materials, bibliographies, curricula, human resources, multi-media materials, periodicals, references, and resources. The catalog is arranged by topics and by Alaska Native groups. Information in each entry includes: subject area, Native group, medium, title, author, publisher, publication date, availability, cost, reading level, and a brief summary of the content. The document also contains updated 1989 entries with an introduction, and an index to cataloger's catalog. (LP)

ED 339 571 RC 018 410

Bachus, Gordon S.
The Shifting Format of Administration in Small Schools: Participatory School Decision Making.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Conference of the National Rural Education Association (83rd, Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Decentralization; Educational Administration; Elementary Secondary Education; *Participative Decision Making; *Rural Schools; *School Based Management; Small Schools; *Teacher Attitudes; *Teacher Role

This study surveyed teacher's attitudes toward participatory decision making activity. The trend toward school-based management raises the question of whether or not teachers actually want to be involved in management of their schools. Sixty-seven teachers, from small schools taking graduate courses during the 1991 summer session at the Central Missouri State University, responded to the questionnaire. They were asked to indicate their level of interest in being involved in decision making activities associated with 15 selected duties typically performed by principals. Data were summarized in the categories of all teachers, elementary teachers, and secondary teachers. The findings suggest that teachers in small schools do want to participate in decision making. The majority of teachers indicated a desire to be involved in all activities on the questionnaire. Activities attracting the highest level of interest were those that relate to the teacher and the classroom. According to this study, teachers want to be most

ED 339 589 SE 052 124

Rosier, Malcolm J.; Long, Michael G.
The Science Achievement of Year 12 Students in Australia. ACER Research Monograph No. 40.
PUB DATE- 91
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; Chemistry; *Educational Environment; Foreign Countries; Grade 12; High Schools; *Mathematics Achievement; Models; Physics; Science Curriculum; Science Education; *Student Attitudes; *Student Characteristics; *Verbal Ability
IDENTIFIERS- *Australia; *Science Achievement

This report sets out results for Australia arising from its participation in the Second International Science Study (SISS). The focus is on Year 12 students, including those studying science and those not currently studying science. Most of the results for the science students are presented separately for those specializing in biology, chemistry, or physics. In addition to measures of science achievement, the report deals with the extent to which students remain at school until Year 12, and pursue the study of science, and a range of factors associated with the learning of science. Finally, in the conclusion the report includes an overview of results for the other 16 countries with comparable results at the upper secondary level. Chapters include: (1) "Introduction"; (2) "Participation and Curriculum"; (3) "Populations and Samples"; (4) "Tests and Questionnaires"; (5) "State Differences in Science Achievement"; (6) "Student Background Characteristics"; (7) "Learning Environment"; (8) "Students' Attitudes"; (9) "Verbal and Mathematics Abilities"; (10) "A Model of Science Achievement at Year 12"; and (11) "Conclusion." A list of the members of the Australian National Committee, supplementary tables, and technical notes are appended. (KR)

ED 339 590 SE 052 237

Sowder, Judith; And Others
Understanding as a Basis for Teaching: Mathematics and Science for Prospective Middle School Teachers. Final Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 91
NOTE- 348p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Attitude Measures; *Biology; *Calculus; *Cognitive Development; Cognitive Measurement; Concept Formation; *Curriculum Design; Higher Education; Instructional Design; Intermediate Grades; Junior High Schools; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Middle Schools; Preservice Teacher Education; Probability; Rational Numbers; Science Curriculum; Science Education; Science Instruction; Statistics; *Student Attitudes; Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Constructivism

When teachers possess detailed knowledge about children's thinking and problem solving, it can profoundly affect their

Television; Cognitive Structures; Cognitive Tests; *Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Applications; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Problem Solving; *Student Attitudes; *Television Curriculum

IDENTIFIERS- *Square One TV

The current period in mathematics education can be characterized as one of reform. Many feel that children in the United States are not learning enough appropriate mathematics; these critics are concerned with the specific areas of problem solving and children's conceptions of the nature and uses of mathematics. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV, a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from 4 public schools in Corpus Christi, Texas. Performance and attitude data were collected from a subgroup of 24 students exposed to 30 SQUARE ONE TV programs and from 24 students in a control group having no SQUARE ONE TV contact. Reported here is children's attitudes toward mathematics and the effects of SQUARE ONE TV, presented in the third of a five volume report. Results are given on four levels of students' attitudes toward mathematics: (1) their understanding of what mathematics is; (2) their perception of the usefulness and importance of mathematics; (3) their motivation concerning mathematics and the problem solving reflected in the problem solving activities; and (4) their enjoyment of mathematics and problem solving. The analyses of change indicated that SQUARE ONE TV viewers became more motivated by engagement with problems, made a greater number of positive enjoyment statements, and derived enjoyment from thinking and figuring out solutions. Students' beliefs about mathematics and its perceived usefulness remained focused on arithmetic with viewers speaking about more advanced mathematical content and more practical and problem-solving mathematics than nonviewers. (MDH)

ED 339 607 SE 052 597

Hall, Eve R.; And Others

The SQUARE ONE TV Interview: Children's Reactions to the Series--Volume IV. Children's Problem-Solving Behavior and Their Attitudes toward Mathematics: A Study of the Effects of SQUARE ONE TV.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.

PUB DATE- 90

NOTE- 107p.; For other volumes in this set, see SE 052 595-598. For related documents, see SE 052 599-604.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Attitude Change; Attitude Measures; *Childrens Television; *Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Applications; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Problem Solving; *Student Attitudes; *Television Curriculum

IDENTIFIERS- *Square One TV

The current period in mathematics education can be characterized as one of reform. Many feel that children in the United States are not learning enough appropriate mathematics; these critics of Art and Emotions" (A. Sherman); "Statement for Social Theory Caucus" (V. Lanier); "Technological Metaphors in the Contemporary Landscape" (E. Kotz); and "Contemporary Sociological Theory and the Study of Art Education" (N. Johnson). (DB)

ED 339 625 SO 021 255

Haskel, Claudia A., Ed.; Otto, Jean H., Ed.
A Time for Choices.
PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Constitutional History; *Constitutional Law; Court Litigation; Court Role; Government Role; Laws; Political Issues; Social Problems; *United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

A collection of essays on the 10 amendments that comprise the Bill of Rights to the U.S. Constitution is presented in commemoration of the 200th anniversary of the ratification of the Bill of Rights. The following essays are included: "The First Amendment and the Virtues of an Open Society" (R. Smolla); "The First Amendment as a Guardian of Liberties" (M. Halperin); "The First Amendment and the Role of a Free Press in a Free Society" (B. Sanford); "An Unsettled Arena: Religion and the First Amendment" (R. White, Jr.); "The Second Amendment: The Right to Bear Arms" (W. Burger); "The Fourth Amendment, Privacy, and Modern Technology: A Time for Reassessment" (G. Trubow); "The Right of the People to be Secure in Their Persons, Homes, Papers, and Effects" (Y. Kamisar); "Freedom of Speech and the Privilege Against Self-Incrimination" (Justice W. Erickson); "Reconcilable Rights to a Fair Trial and a Free Press" (R. Mazer; D. Kelly); "The Eighth Amendment: An Analysis" (R. Fine); "The Ninth Amendment and Rights Not Enumerated" (R. Peck); "The First and Tenth Amendments in a Federal System: The States and Free Speech" (R. O'Neil); and "Crucial Connection: First and Fourteenth Amendments" (D. Gillmor). The Bill of Rights also is listed, as is information about the contributors, and a glossary of key terms. (DB)

ED 339 626 SO 021 301

Lynn, Karen
Teaching with Documents: A Bibliography.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; Elementary Secondary Education; *Government Publications; Primary Sources; Research Tools; *Resource Materials; Social Studies
IDENTIFIERS- National Archives and Records Administration; SIRS Inc

This bibliography of government documents for use in classroom instruction is meant to aid teachers and students, from upper elementary through secondary levels, in identifying resources from two primary providers: National Archives and Records Administration and the publishing company SIRS, Inc. The bibliographic entries point to documents that support

Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Skill Development; Social Studies; Student Educational Objectives; Teaching Methods; United States Government (Course); *United States History
IDENTIFIERS- *Founding Fathers of the United States; *United States Constitution

This teaching guide accompanies a curriculum, intended to be used in the middle school grades, that introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed, and to provide students with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. By gaining such an understanding, students will be preparing themselves for the responsibility of citizenship. The curriculum employs a conceptually oriented approach that stresses the development of analytic and evaluative skills. It is intended that students will learn how to apply their understanding and knowledge to a wide variety of political questions and issues. The skills they develop will help them to relate their everyday experiences to basic issues of constitutional government and civic responsibility. Teaching strategies are varied, including directed discussions, debates, role playing, timeline construction, and small-group problem solving. The curriculum is organized into six units: (1) What is government? (2) What experiences shaped the Founders' thinking about government? (3) What happened at the Philadelphia Convention? (4) How was the Constitution used to establish our government? (5) How does the Constitution protect our basic rights? and (6) What are the responsibilities of citizens? In each unit, the teacher's guide contains an overview, objectives, introduction, and optional project. The six units contain a total of 29 lessons. For each lesson, the guide includes an overview, objectives, materials needed, teaching procedures, and optional activities. A reference section also is included containing copies of the Declaration of Independence and the Constitution of the United States, brief biographies of important Framers, and a glossary. (DB)

ED 339 644 SO 021 446

We the People: A Secondary Level Student Text.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 90
NOTE- 170p.; For corresponding teacher's guide, see SO 021 447, for equivalent middle school and secondary curricula, see SO 021 442-445.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; Learning Activities; Secondary Education; Social Studies; *United States History

This curriculum introduces secondary students to the study of constitutional government in the United States. It is designed to provide students with an understanding of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. Through the 31 lessons of the text, organized into six units, students examine the philosophical and historical forces that influenced

Women and Minorities.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Opportunities; Educational Resources; *Educational Technology; Elementary Secondary Education; *Equal Education; *Females; Futures (of Society); *Minority Group Children; Racial Bias; Sex Stereotypes; Social Influences; Technological Advancement

Computers and other forms of technology are revolutionizing many aspects of society. U.S. education has sought to enhance the technological revolution, and to make computers available to students at all levels. However, in spite of wider availability, not all students are attaining equal access to computers and other items. This report seeks to understand the factors that have prevented female and minority students from using computers and to make suggestions as to what can be done to create more equitable access for all students. Research on why women and minorities do not participate with technology at high levels is discussed. Suggestions are made to teachers for increasing the participation of women and minorities with technology. Several suggestions are made to administrators including the establishment of a strong mentor program within the school district. Suggestions also are provided for parents. A 24-item annotated bibliography is included. (DB)

ED 339 668 SO 021 701

Shabbas, Audrey, Ed.; Al-Qazzaz, Ayad, Ed.
The Arab World Notebook. Secondary School Level.
PUB DATE- 90
NOTE- 460p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabs; Area Studies; Educational Resources; Ethnic Groups; Global Approach; *Instructional Materials; Learning Activities; Middle Eastern Studies; *Multicultural Education; Secondary Education; Social Studies; Textbook Bias

The Arab world holds a storied place in western history and is a significant area today culturally, economically, and politically, with its more than 190 million people sharing a common heritage with the West. The Arab world merits serious study in U.S. schools; however, it is often misrepresented in U.S. textbooks. This notebook is written as an antidote to what are believed to be inaccuracies and distortions in the presentation of the Arab world to secondary level students. The notebook consists of three parts. Part 1 contains 20 subject areas, each presented in 4 parts: (1) an introductory "Essay"; (2) a "Reading" that may be represented by a document, graph or chart, as well as by a first person account; (3) a "Lesson Plan" for the classroom; and (4) a listing of audio-visual or print "Resources" for further study or enrichment. Part 2 features 21 country entries, each presented with: (1) a detailed map; (2) a blank map; (3) a data profile of that country; and (4) resources--audio-visual materials as well as addresses of embassies, consulates, and other organizations and institutions providing helpful information resources. Part 3 of the notebook contains guidelines for analysis of textbook exists in its master's programs. (Author/LL)

ED 339 688 SP 033 430

Wong, Mei Jiuan; Osguthorpe, Russell T.
Extended Teacher Education Programs: Is the Bandwagon Losing Its Momentum?
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Programs; *Degrees (Academic); Elementary Secondary Education; *Extended Teacher Education Programs; Graduate Study; Higher Education; *Institutional Characteristics; *National Surveys; *Preservice Teacher Education; Research Universities; Schools of Education; Special Education; Trend Analysis; Undergraduate Study
IDENTIFIERS- 1980s; Liberal Arts Colleges; *Reform Efforts

This study was conducted to assess the current situation regarding extended teacher education programs, to examine the extent to which the type of institution affects the type of teacher education program it offers, and to discover the types of degree offered at the completion of extended teacher education programs. The 664 U.S. institutions offering graduate programs in education were surveyed and institutional catalogues reviewed to determine trends regarding these programs. A total of 407 questionnaires were returned. Results suggest that: (1) the four-year baccalaureate is still overwhelmingly the most common degree for entry into the teaching profession; (2) special education is more likely than elementary or secondary education to require extended programs; (3) institutions that offer extended programs most commonly award master's degrees at the completion of such programs; and (4) research and doctorate granting universities are more likely to offer extended programs than are comprehensive and liberal arts institutions. Implications for future research include a call for a national dialogue to strengthen the teaching profession by building a stronger consensus with respect to the nature of teacher education programs. (Author/LL)

ED 339 689 SP 033 449

Tomkiewicz, Warren C.
Reflective Teaching and Conceptual Change in an Interdisciplinary Elementary Methods Course.
PUB DATE- Apr 91
NOTE- 7p.; Paper presented at the Annual Conference of the National Association of Research in Science Teaching (Fontana, WI, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Higher Education; *Interdisciplinary Approach; Language Arts; *Methods Courses; Observational Learning; *Preservice Teacher Education; Reading Instruction; *Role Perception; Science Instruction; Self Concept; *Student Development; Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Reflective Teaching; *Writing to Learn

This study was conducted to determine the extent to which writing to learn and reflective teaching within an interdisciplinary elementary methods course gave undergraduates the opportunity background information, supplementary information such as high school record, and intended major field of study. The menu-driven system is designed to run on IBM or compatible microcomputers. A system overview and tutorial are provided in addition to information on system installation and operation, placement rules, system backup procedures, and problems and error messages. A glossary and an appendix provide additional details about system use. (SLD)

ED 339 707 TM 017 417

Computerized Placement Tests: User Manual. Installation and Operation, Version 3.0. Including the College-Level Mathematics Test and Seamless Serial Testing.
PUB DATE- Feb 91
NOTE- 187p.; For related documents, see TM 017 416 and TM 017 630-631. The list of college codes contains small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Testing; College Entrance Examinations; College Mathematics; College Students; Computer Assisted Testing; Computer Managed Instruction; *Computer Software; Higher Education; *Management Information Systems; *Mathematics Tests; Microcomputers; Scaling; Scores; *Student Placement
IDENTIFIERS- *College Board Computerized Placement Tests; *User Guides

This user manual describes procedures for using Version 3.0 Computerized Placement Tests (CPTs) software and provides information about the hardware required to operate it. The software features the College-Level Mathematics (CLM) test, Seamless Serial Testing branching capabilities, new system installation and uninstallation procedures, and new Main Menu features. CPTs Version 3.0 continues to provide users with the ability to administer any or all of the original four CPTs (in the areas of reading comprehension, sentence skills, arithmetic skills, and elementary algebra skills), in addition to the new CLM test. The four original CPTs contain only multiple-choice questions. The CLM introduces free-response (open-ended) questions; however, most of the questions remain multiple choice. The CPTs are part of the ACCUPLACER system of student information management. The manual contains the following sections: (1) introduction; (2) system requirements; (3) system installation; (4) system operation; (5) reporting; (6) uninstalling CPTs; (7) interfacing CPTs with institutional systems; (8) CPTs error messages; (9) a glossary; and (10) six appendices that include lists of prompt messages and critical error messages. Twenty-nine pages of tables of scaled scores for CPTs, as well as college codes for data entry, are included. (SLD)

ED 339 708 TM 017 436

Sinatra, Richard
Interrelations of Brain and Learning Style Research.
PUB DATE- Mar 83
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

descriptions to match one's learning; (4) providing evidence of one's knowledge; and (5) describing what one knows and how one knows it. Other aspects of the portfolio assessment process are described, including fees and policies of the college. Examples of narratives are provided, and the registration form and course selection cover sheets for applying to the Thomas A. Edison State College in Trenton (New Jersey) are included. (SLD)

ED 339 726 TM 017 603

Hymes, Donald L.; And Others
The Changing Face of Testing and Assessment: Problems and Solutions. AASA Critical Issues Report.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; Educational Assessment; Educational Change; Educational Improvement; Educational Policy; Educational Quality; *Educational Testing; Elementary Secondary Education; National Surveys; School Districts; *Standardized Tests; Student Evaluation; *Testing Problems; Test Use; Trend Analysis
IDENTIFIERS- National Assessment of Educational Progress; *Performance Based Evaluation

Educational testing is at a decisive moment, as the issue of standardized testing has become one of the most hotly debated education issues of the decade. The accuracy and relevance of standardized tests have been questioned by many researchers, evidenced in the 20-year report of the National Assessment of Educational Progress. There is general agreement that improving student achievement is a top priority for educational assessment. The search for new ways to determine student achievement and to allow educational accountability has resulted in the advocacy of new approaches, such as performance assessments, that will reflect achievement more authentically. The state of testing is reviewed, and issues and concerns about test use are discussed. The search for alternatives and the ways these alternative assessments are being used are described. School districts must examine their current policies to ensure that changes result in better assessment practices. Because there is a lot more to assessment than just scores, several states have broadened the definition of school quality in response to demands for accountability. The report includes responses to a survey about testing from 239 out of 1,200 school leaders throughout the country. Twenty-four features throughout the text highlight issues of special interest. (SLD)

ED 339 727 TM 017 630

Computerized Placement Tests: Coordinator's Guide. Program Overview, Version 3.0. Including the College-Level Mathematics Test and Seamless Serial Testing.
PUB DATE- Jun 90
NOTE- 114p.; For related documents, see TM 017 416-417, and TM 017 631.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adaptive Testing; Algebra; Arithmetic; *College

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Court Litigation; *Dismissal (Personnel); Faculty College Relationship; *Financial Exigency; Higher Education; Legal Problems; Personnel Policy; *Reduction in Force; *Teacher Dismissal; *Teacher Rights; *Tenured Faculty

This paper addresses the legal issues surrounding a university or college's action of dismissing tenured faculty members because of the school's troubled financial condition or program discontinuance. It explores various legal principles through an examination of specific questions. These questions are: (1) How do the courts define financial exigency? (2) Does financial exigency pertain only to the institution as a whole? (3) On what grounds can tenured professors be dismissed due to elimination of a department or program? (4) What is the basis of the law regarding financial exigency and program discontinuance? (5) Is the institution required to offer alternate employment to the tenured professor dismissed due to financial exigency or program discontinuance? and (6) Can a nontenured faculty member be retained when a tenured professor is dismissed? Policy recommendations are offered to institutions that are considering a reduction in force that includes dismissal of tenured faculty. Recommendations include providing adequate due process to faculty members, avoiding consideration of any personal reasons for dismissal, following contractual obligations, having a long-range plan for regaining financial stability, and being prepared to prove bona fide financial exigency. Eleven court case summaries are provided. Contains 15 references. (GLR)

ED 339 292   HE 025 077

Keetz, Mary A.
The Status of Female Faculty in Pennsylvania's State System of Higher Education: An Historical Perspective, 1974-1989.
PUB DATE- 91
NOTE- 185p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Students; Comparative Analysis; Data Collection; *Faculty Promotion; Full Time Faculty; Full Time Students; Higher Education; Longitudinal Studies; Public Schools; Ratios (Mathematics); *Sex Discrimination; *Women Faculty
IDENTIFIERS- *Pennsylvania State Colleges and Universities

This report addresses the issue of female faculty's equitable representation in the Pennsylvania State System between 1974 and 1989. The data contained in the report represents a determination of the extent to which women were present and equitably represented on the faculty within the State System and at each of its 14 universities. Comparisons are provided as they relate to the numbers and percentages within the State System and for similar Category II-A and II-B public universities in the following areas: (1) the numbers and percentages of full-time faculty by sex; (2) the distributions of full-time faculty among professorial ranks by sex; (3) the numbers and percentages of full-time faculty at full professor rank by sex; (4) student full-time equivalent (FTE) enrollment by enrollment status and sex; and (5) ratios of undergraduate student FTE enrollment to full-time total faculty by sex.

Johnson, R. Scott; Rodriguez, Carlos M.
How Policy Makers Address Minority Student Retention: Whose Interests Are Being Served? ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 91
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Educational Policy; Higher Education; *Minority Groups; Policy Formation; Political Power; Politics of Education; Power Structure; Racial Bias; *School Holding Power; Social Structure
IDENTIFIERS- American Council on Education; Arizona; *ASHE Annual Meeting; Education Commission of the States; Texas; University of Arizona; University of Texas Austin

A study examined policies addressing minority student retention in higher education at the national, state, and institutional level in order to clarify how the discourse surrounding minority student retention in higher education is related to social and political purposes and existing power arrangements. The study proceeded by critically examining two documents issued by national groups, reports issued by state level educational bodies in Arizona and Texas, as well as reports prepared by the University of Texas at Austin and by the University of Arizona. For each set of documents representing either the national, state, or institutional level the study looked at the following questions: (1) Who is authorized to speak on minority student retention? (2) Who listens? (3) What can be said? (4) What remains unspoken? (5) Which metaphors, modes of argumentation, explanation, and description are valued? and (6) Which ideas are advanced as foundational to the discourse? This content analysis of retention policies found that the policies leave intact a fundamental ideology of cultural deficit and disadvantage and support existing power arrangements. The analysis also found that policy reports address the same topics, use similar metaphors, advance the same ideas as foundational to the discourse, and fail to acknowledge racism. Included are 30 references. (JB)

ED 339 311   HE 025 096

Johnsrud, Linda K.
Implications of Cross-Cultural Training for Faculty Careers: The Case of Korean Academics. ASHE Annual Meeting Paper.
PUB DATE- Oct 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Cross Cultural Training; Cultural Differences; Faculty Workload; Foreign Countries; Foreign Students; Graduate Students; Higher Education; Research; *Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting; *Korea

A study of the perceptions of Western trained Korean faculty regarding the implications of their cross-cultural training for their careers in academe was done. Personal interviews were

Assessment; *Educational Quality; *Evaluation Criteria; Higher Education; Postsecondary Education; Program Evaluation; *Research Design; *Research Methodology; School Effectiveness; *Standards; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

This paper reports on research that was designed to produce a limited number of assessment standards judged by experts as the most important standards in the practice of quality assessment in undergraduate higher education. The study collected the opinions of a group of national assessment experts and employed a modification of the Delphi technique in order to arrive at a group consensus. The research resulted in identification of 40 standards that were agreed upon by the expert group. The rationale for each of these standards is presented. The study's research phases included: (1) the clarification of the component of the institution/program to be assessed and its context; (2) the designing of the assessment process; (3) collecting and analyzing the data; (4) communicating the assessment's findings; and (5) using the findings to make recommendations, make decisions about improvements, and make judgements about quality. The appendix contains descriptions of the 40 standards. Contains 19 references. (GLR)

ED 339 330 HE 025 115

Townsend, Barbara K.
The Impact of Feminist Scholarship upon the Study of Higher Education: An Analysis of Two Higher Education Journals. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Change; Comparative Analysis; *Feminism; Higher Education; Literature Reviews; Postsecondary Education; *Scholarly Journals; Scholarship; *Sex Bias; *Sex Fairness; Sexism in Language; Trend Analysis; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting

This study examined 509 articles within the "Journal of Higher Education" (JHE) and "The Review of Higher Education" (RHE) for evidence of influence by feminist scholarship. The study covered the time periods of the late 1960's, the late 1970's, and the late 1980's. Findings are broken down and discussed within each time frame and include the following: (1) women, whether as topics of research, researchers, or simply as higher education faculty, student, or administrators were all but invisible in the literature of the late 1960's; (2) the presence of women became slightly more apparent in both journals during the late 1970's; and (3) the late 1980's shows a significant increase in articles involving women. The presence of women as scholars in each of the time sequences studied is also discussed, and reveals increasing numbers of articles in this area over the decades. Finally, feminist phase theory is examined through 16 articles which focused exclusively on women or on topics commonly associated with them. Contains 53 references. (GLR)

ED 339 331 HE 025 116

van Hout, Hans

classroom through the development of an alternative mode of computer applications, and an increase of interactive rather than passive modes of instruction. Implementation processes comprised strategic, long range planning, and comprehensive training and staff development. Six formal workshops were then offered to teachers to provide theoretical information on the integration of computers and computer technology in the classroom as well as information on practical applications. An additional three workshops were devoted to practice, simulation, and application of newly acquired concepts and skills. Formative and summative evaluations of the training component accompanied the design and presentation. Pre- and post-implementation data as collected from teacher questionnaires and direct observation were analyzed. Results revealed: (1) increased involvement in integrating computer assisted instruction into the classroom; (2) an increase in student exposure to CAI experiences; (3) a decrease in teacher technophobia; and (4) increased effective utilization of computers by training participants. It is recommended that training sessions continue to be offered, using available on-site software. Appendices contain the questionnaire, planning guidelines, action plans, evaluation forms, and the technology leader's training manual. (31 references) (Author/DB)

ED 339 349 IR 015 291

Burge, E. J.; And Others
Mediation in Distance Learning: An Investigation of the Role of Tutoring.
PUB DATE- Jun 91
NOTE- 106p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Learning; *Distance Education; Educational Environment; Foreign Countries; Higher Education; *Interaction; Models; Peer Relationship; Questionnaires; School Surveys; Tables (Data); Teacher Role; Teacher Student Relationship; *Tutoring; *Tutors; *Undergraduate Students

Four Ontario universities with extensive distance education programs were surveyed to obtain information on the nature and extent of the interaction that exists among tutors, students, and peers in undergraduate distance education programs. A total of 84 tutors and 447 students completed the questionnaires, which elicited information on the physical demographics of tutors and students, the role of the teacher, the impact of tutoring activities on students, the relationship between teachers and students in distance education, and their recommendations for future interactions in distance education. Analyses of their responses indicate that the communication process in distance education tutoring is uneven; i.e., while communication often exists in one direction, from tutor to student, it may be nonexistent between students. Also indicated were a cold educational environment, little affective support, and a sense of isolation among students. It was also found that tutors thought they had a wider impact at all levels than their students thought they had. It is concluded that adult learners bring strong commitment to their learning as well as experience and wisdom, positive qualities that could be utilized more effectively. A framework and model for future distance education experiences that redefines the teacher's role and emphasizes the interactive aspects of distance education concludes the report. Data are presented in both narrative and

NOTE- 394p.; For the keynote addresses of the same conference, see IR 015 330.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Authoring Aids (Programing); *Computer Assisted Instruction; Educational Technology; Expert Systems; Futures (of Society); *Industrial Training; Information Systems; *Information Technology; Interactive Video; *Job Training; Nursing Education; Postsecondary Education; Second Language Instruction; Spreadsheets; Teacher Education; *Technical Education

This document contains the text of 37 papers presented at the international forum and conference on information Technology for Training and Education (ITTE). The conference focused attention on the contribution that information technology can make to training, retraining and education. In particular, the forum concentrated on the following: (1) information technology and specialist training; (2) technical training in postsecondary education; (3) perspectives on large scale implementations of information technology for training and education; (4) information technology and industrial training; and (5) information technology and the future. Each paper provides a distinct view of some aspect of information technology and training and/or education. These views range from using information technology to simulate dangerous conditions encountered while learning how to operate a power station, to using information technologies to train large numbers of staff in a variety of situations, to using information technology to create awareness about itself so that a large organization can move to policy development and large scale adoption of the technology. Most of the papers include their own reference list and abstract. International viewpoints were brought to the conference by speakers from Australia, Canada, Hong Kong, Japan, Portugal, Singapore, the United Kingdom, and the United States. (DB)

ED 339 367 IR 015 330

Information Technology for Training and Education (ITTE): Conference Keynote Addresses (Brisbane, Queensland, Australia, February 4-8, 1991).
PUB DATE- 91
NOTE- 129p.; For the Conference Proceedings (Presented Technical Papers), see IR 015 329.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Assistive Devices (for Disabled); *Computer Assisted Instruction; Computer Literacy; Computer Uses in Education; Distance Education; *Flight Training; Industrial Training; *Information Technology; *Instructional Systems; Interactive Video; *Job Training; Multimedia Instruction; Open Education; Postsecondary Education; Technical Education; Technological Literacy; Vocational Education

This volume presents the text of nine keynote addresses and an abstract of one other address presented at ITTE'91, an international forum and conference on Information Technology for Training and Education (ITTE). Each address is preceded by biographical information on the speaker and followed by a brief critique by a professional in information technology, instructional design, training, or education. The collection contains the following papers: (1) "An Antipodean View of Technology Based Training" (Nick Rushby, United Kingdom;

PUB DATE- 91
NOTE- 208p.; For the 1980 laws, see ED 197 733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Archives; County Libraries; Elementary Secondary Education; Financial Support; Higher Education; Library Facilities; Nonprofit Organizations; *Public Libraries; Records Management; School Libraries; *State Legislation; State Libraries
IDENTIFIERS- *Texas

Compiled to provide a central reference point for all legislative information pertaining to libraries in the State of Texas, this publication includes all pertinent legislation as amended through the 71st Legislature, 1989, Regular Session. This update of the 1980 edition has been expanded to include statutes pertaining to the school and academic library communities, and to include laws pertaining to records and records management at the state and local levels. In addition to all laws in which the words "library," "librarian," "books," and "media" appear, it contains legislation of interest to the library community on such topics as discrimination, intergovernmental cooperation, liability of public employees, obscenity, open records, and public buildings and financing. Concurrent resolutions of the legislature and a summary of Texas Attorney General Opinions relating to libraries and public records are also included. The publication organizes the legislation information into the following broad codes: General; Insurance Code; Civil Practice and Remedies Code; Education Code; Election Code; Government Code; Human Resources Code; Local Government Code; Natural Resources Code; Penal Code; Property Code; Tax Code; and Miscellaneous. (MAB)

ED 339 385 IR 053 839

Annual Program, 1992. Texas State Library.
PUB DATE- 91
NOTE- 312p.; For the 1989 annual program, see ED 301 196.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Disabilities; Disadvantaged; Grants; Institutionalized Persons; Library Administration; Library Facilities; *Library Networks; *Library Services; Library Statistics; Limited English Speaking; Literacy Education; Older Adults; *Program Costs; *Program Descriptions; Public Libraries; Regional Libraries; Shared Library Resources; *State Programs
IDENTIFIERS- *Library Services and Construction Act; *Texas State Library

This report provides information related to the Texas State Library's fiscal year 1992 Library Services and Construction Act (LSCA) 20 U.S.C. 351 et seq. state-administered program. Information provided includes: (1) Standard Form 424 for federal assistance; (2) fiscal breakdowns of estimated expenditures; (3) specific requirements for maintenance of effort (MOE), and maintenance of support, administration, and construction for major urban resource libraries (MURLs); (4) certification of the annual program; and (5) a source of funds summary by LSCA priority. In addition, annual program reports and program narratives are provided for the following Title I projects: (1) Project 1: Areas without Services; (2) Project 2: Areas with Inadequate Services; (3) Project 3: Services to the board members of College Cambrian College (CCC) in Ontario, Canada, this five-part guide includes information on board member orientation; the Ontario College System (OCS); the history, mission and operations of CCC; activities, responsibilities, and tenure of board members; and governance topics. Following a brief introduction, section I provides a flowchart explicating the process of board member orientation, an orientation process checklist, and an orientation evaluation form. Section II reviews the origins and development of the OCS, describes the role of the Ministry of Colleges and Universities and the Ministry of Skills Development, discusses other provincial and federal agencies, reviews the role of the Ontario Council of Regents of the Colleges of Applied Arts and Technology, and describes the Association of Colleges of Applied Arts and Technology of Ontario. Section III presents detailed information on CCC, examining the college's mission and objectives, history, special educational programs and other learning opportunities, and student government. This section also contains fact sheets and an organizational flowchart. Next, section IV lists the board members; reviews 1991 nomination and appointment protocol; lists board committee members; presents operational budgets. Finally, section V provides a list of suggested strategies for effective boardsmanship, reviews the responsibilities of the board chair, examines different types of governing boards, discusses concepts of policy formation, and provides articles on effective governance and board participation. (PAA)

ED 339 405   JC 910 524

Contract between the Kern Community College District and the Kern Community College CTA/NEA, 1987-90.
PUB DATE- 18 Feb 88
NOTE- 132p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. Not available in paper copy due to the marginal reproducibility of the original document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; Kern Community College CA; National Education Association; *NEA Contracts

The collective bargaining agreement between the Kern Community College District Board of Trustees and the Kern Community College Teachers Association/California Teachers Association/National Education Association is presented. This contract, covering the period from July 1, 1987 through June 30, 1990, deals with the following topics: bargaining agent recognition; association rights; faculty rights and duties, including academic freedom, personal freedom, and property rights; evaluation of certified employees; faculty load; staff site assignments/transfer; reduction in force; compensation and benefits, including certified contracts, class placement, administrative approval for course work, hourly substitute pay, summer session and continuing education pay, merit increment, early retirement plan, and health and welfare benefits; absences and leaves, including sick leave, unused sick leave, including sabbatical leave and other leaves of absence, group life insurance and other benefits, teacher retirement, and dues; employee benefits; layoff during term of individual contracts; contract duration; and savings clause. Salary schedules, student contact day calendars, and grievance forms are attached. (PAA)

ED 339 423   JC 910 562

Agreement between the Board of Trustees of Illinois Community College District #519 and the Highland Community College Faculty Senate Affiliated with the American Federation of Teachers Local 1957, FY 1989-FY 1991 Academic Years.
PUB DATE- 89
NOTE- 33p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Full Time Faculty; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; Part Time Faculty; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Highland Community College IL

The collective bargaining agreement between the Board of Trustees of Illinois Community College District No. 519 and the Highland Community College Faculty Senate is presented. This contract, covering the period from August 20, 1988 through August 20, 1991, deals with the following topics: definitions and Senate recognition; Senate-Board relations; academic freedom and political activities; dues checkoff; grievance procedures; insurance and fringe benefits; conditions of employment, including dismissal, sabbatical and other leaves, class load and size, office hours, facilities, vacancies, and part-time faculty; salary and rates of pay; layoff and reinstatement procedure; scope and duration of agreement; no-strike pledge; and future negotiations. Appendixes provide information on hospital and major medical insurance, differential positions, and the Community College Tenure Act. (JMC)

ED 339 424   JC 910 563

Agreement between the Board of Trustees of Community College District #509, Elgin Community College, and the Elgin Community College Faculty Association, IFT Chapter 3791, January 1, 1988 through December 31, 1990.
PUB DATE- 88
NOTE- 30p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers;

comparison with 1988-89 enrollees, 1990-91 students were more likely to be younger, female, white, working, and parents; (10) telecourse students were nearly twice as likely as other students to be preparing for transfer; and (11) there were an average of 27.3 student FTE's per FTE faculty in telecourses from 1988-89 through 1990-91. Data tables are included. (PAA)

ED 339 440 JC 910 582

Head, Ronald B.
Student Retention at Piedmont Virginia Community College, 1990-1991. Research Report Number 7-91.
PUB DATE- Nov 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Associate Degrees; Community Colleges; Comparative Analysis; Longitudinal Studies; *School Holding Power; Sex Differences; Student Attrition; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- Piedmont Virginia Community College

Sixth in Piedmont Virginia Community College's (PVCC's) annual series, this student retention study was conducted to provide collegewide retention rates aggregated by a variety of institutional and student characteristics, and to ascertain major differences between returning and non-returning students. Official end-of-term data for the 1990-91 school year were examined to yield multiple retention measures. Major findings included the following: (1) over one-half of all students enrolled at PVCC during fall 1990 returned and completed spring term 1991; (2) over 80% of all full-time students returned to PVCC, as did over 45% of all part-time students; (3) overall, retention figures for 1990-91 were quite similar to figures for 1989-90 and 1988-89; (4) the retention rate for full-time female students was higher than that for full-time male students (87.8% versus 78%); (5) while in 1988-89 the retention rate for full-time black students had been 22.3% lower than that for full-time white students, in 1990-91, the retention rate for full-time black students (85.3%) surpassed that for full-time white students (82.8%) by 2.5%; (6) the retention rate for returning students was 85.5%, while the rate for new students was 79.2%; (7) retention rates for programs leading toward the Associate of Arts or Associate of Science degree were slightly lower than those for programs leading toward the Associate of Applied Science degree in 1990-91; and (8) demographically, returning and non-returning students were similar, with the exception that approximately two-thirds of the full-time, non-returning students were male. Data tables are provided. (JMC)

ED 339 441 JC 920 002

State Policy on Transfer: State Council of Higher Education for Virginia.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

adult and child were also given to parents and teachers. A series of eight training sessions involving discussion and the viewing of videotapes was held between September 1990 and April 1991. Topics covered included active parenting, the process of understanding the child, discipline, communication, and democracy in the family. Data gathered from the log sheets indicated that each of the four objectives of the program was met. A 32-item reference list is provided. Appendixes include the parent-child activity calendar and the log sheet for parents and teachers. (BC)

ED 339 458 PS 020 007

Cepeda, Aurora
Active Intervention for Academically At Risk Preschoolers Using Developmentally Appropriate Materials and Activities.
PUB DATE- 91
NOTE- 107p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *At Risk Persons; *Compensatory Education; Developmental Stages; *Disabilities; *Early Intervention; Economically Disadvantaged; *Parent Education; Parenting Skills; Parent Participation; Parent Workshops; Poverty; *Preschool Children; Preschool Education; Prevention; Readiness; Special Needs Students
IDENTIFIERS- Bracken Basic Concept Scale; Developmental Delays; *Developmentally Appropriate Programs; Preschool Developmental Profile

A practicum was designed to provide an intervention for preschoolers who were at risk for academic difficulties. A developmentally appropriate curriculum was used to increase the developmental levels of the children, and training was provided to parents to enhance their parenting skills and knowledge, and consequently to guarantee the stability of the children's developmental gains. Of 157 children in 3 preschool units in 2 school districts, 67 were identified as at risk for academic difficulties. Pre- and post-test data were taken to assess children's gains. Results indicated that the intervention was successful. Significant gains were seen in children's development in cognition, self-care, language, perception, and fine and gross motor functions, and in social and emotional development. Parents demonstrated active involvement in their children's development, and their parenting skills and knowledge of early childhood development increased. Appended are related materials and a list of 58 references. (GLR)

ED 339 459 PS 020 019

Natwick, Kathryn I.
Preparing the Head Start Children for Kindergarten through Parent and Teacher Education.
PUB DATE- 91
NOTE- 114p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Early Childhood Education; High Risk Students; *Kindergarten; Parent Child Relationship; *Parent Education; Parent Workshops; *School Readiness; Screening Tests; Self Esteem; Student Adjustment; *Teacher Education; Teacher Workshops; *Transitional Programs

EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Childrens Rights; *Child Welfare; Curriculum Development; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Global Approach; *International Studies; Learning Activities; *Multicultural Education; *Social Studies; Student Educational Objectives

This curriculum guide is a companion volume to a textbook created by Defense for Children International-USA to meet demands for a course on children's rights and the United Nations Convention on the Rights of the Child. This guide addresses 23 key children's issues from the perspective of the experiences of children of diverse cultures. The issues include the definition of a child; children's best interests; freedom from discrimination; survival and development; nationality; health; parental care; children without families; family reunification; education; armed conflicts; refugees; disabilities; abuse and exploitation; child labor; juvenile justice; narcotics; rehabilitative care; freedom of thought; freedom of expression; protection of privacy; and leisure. Readings for each of these issues portray children in real-life situations. Each lesson includes background information, discussion questions, and suggested activities. The text is illustrated with maps, cartoons, and resource material from diverse cultures. The book is designed for junior high and high school students. Appendixes include the full text of the Convention on the Rights of the Child, and a summary of the articles of the convention. (BC)

ED 339 478 PS 020 071

Nurkse, Dennis, Ed.; Castelle, Kay, Ed.
Children's Rights: Crisis and Challenge. A Global Report on the Situation of Children in View of the United Nations Convention on the Rights of the Child.
PUB DATE- 90
NOTE- 378p.; For a related document, see PS 020 070.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Abstracts; *Child Advocacy; Child Health; *Childrens Rights; Child Welfare; Databases; *Global Approach; *International Law; International Organizations; International Programs; Juvenile Justice; Social Problems; *World Affairs
IDENTIFIERS- *United Nations Convention on Rights of the Child

The global situation of children is reported in light of the U.N. General Assembly's November, 1989 adoption of the United Nations Convention on the Rights of the Child, an international treaty for the protection of children. The report is divided into three parts, the first of which includes an overview of the U.N. Convention, and essays on the debt crisis and its effect on children; children and human rights in the 1990s; and children's rights advocate Janusz Korczak. Part 2 presents excerpts from international law, including the U.N. Declaration of the Rights of the Child; Convention on the Civil Aspects of International Child Abduction; Standard Minimum Rules for the Administration of Juvenile Justice; and principles related to foster placement and adoption. The third and by far the longest part of the document consists of a series of database abstracts

Lecture 2 considers the law of parallel process, which says that feelings that dominate one level of a system affect other levels. A vignette exercise allows course participants to practice their skills relating to intervention in family systems. A five-page form for evaluating the module is included. (BC)

ED 339 497 PS 020 103

Schatz, Mona Struhsaker
Parenting the Challenging Child. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Feb 91
NOTE- 38p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Case Studies; Child Abuse; *Child Welfare; Course Descriptions; *Disabilities; Family Relationship; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; *Parent Education; Parenting Skills; Postsecondary Education; Questionnaires; Training Objectives; Young Children
IDENTIFIERS- Colorado State University

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) the uncertainty in parenting; (2) a range of options for parenting challenging children; (3) the use of complex resource arrangements to meet the multiple needs of challenging children; and (4) the problems of parenting abused children. The module consists of three lectures with accompanying exercises dealing with specific cases. Lecture 1 deals with basic information on challenging children and suggestions for helping them become involved in a healthy family life. Lecture 2 focuses on the parenting of abused children. Lecture 3 concerns the parenting of multiply challenged youth, that is, youth with combinations of physical and emotional handicaps. A seven-page evaluation form for evaluating the module is included. (SAK)

ED 339 498 PS 020 104

Schatz, Mona Struhsaker; And Others
Exploring Attachment to Primary Caregivers. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Jul 91
NOTE- 52p.; For other documents in the Foster Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attachment Behavior; Behavior Problems; Biological Parents; Course Descriptions; *Emotional Development; Family

document. During the course of the two hearings, testimony and prepared statements were received from at least 26 individuals and representatives of institutions and organizations concerned about lead poisoning. (BC)

ED 339 516 PS 020 130

Swick, Kevin J.
Teacher-Parent Partnerships To Enhance School Success in Early Childhood Education.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *At Risk Persons; Early Childhood Education; Family Attitudes; *Family Influence; Family Relationship; *Family School Relationship; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parent Teacher Cooperation; *Success; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Partnerships in Education

This publication discusses issues of parent-teacher partnerships that affect children's development. An introductory chapter suggests that the central figures in fostering the development of a child's potential are the significant adults in the child's world. Chapter 2 considers family relationships as prototypes for later partnerships, and lists several family attributes, such as love, communication, and commitment, that promote partnerships. Chapter 3 lists attributes of parents and teachers that promote parent-teacher partnerships, and explains several paradigms of parent and teacher involvement in family and school. Chapter 4 stresses the importance of establishing partnerships during the child's early years, and warns of the dangers of degrading partnerships for at-risk parents. Chapter 5 suggests a framework for teacher-parent partnerships and offers examples of successful partnership programs. The chapter also suggests partnership strategies, including home visits, training programs, conferences, newsletters, efforts to welcome parents, homework activities, and the involvement of parents in decision making. Chapter 6 addresses the topics of evaluation of partnerships, role conflicts and confrontation within partnerships, cultural differences as learning experiences, and support for at-risk families. Chapter 7 discusses issues concerning the process of strengthening families and schools. A bibliography of 130 items is included. (BC)

ED 339 517 PS 020 131

Improving the Quality of Basic Education: (1) The Issues. (2) A Survey of Commonwealth Experience.
PUB DATE- Mar 91
NOTE- 109p.; Conference papers referred to in this document are available upon request to the Secretariat.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Administration; Educational Finance; Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials;

ED 339 535 PS 020 154

Oerter, Rolf
Subject's Conception of Human Nature in Indonesia: Experiences in Research Cooperation.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Cooperative Planning; Cross Cultural Studies; *Cultural Differences; Developing Nations; Foreign Countries; Individual Development; Interviews; *Research Methodology; *Research Problems; Values; *Young Adults
IDENTIFIERS- Germany; *Indonesia (Java); Researcher Subject Relationship; United States

The main purpose of this paper on a study of Indonesian concepts of human nature is to demonstrate practical instances of cooperation between Western and Third World researchers. It is asserted that Western researchers must understand the general views of human nature held by individuals in Third World countries before they can apply theories in these countries. Preliminary studies of individuals' concepts of human nature were conducted in Germany and the United States. Then the concepts of human nature held by 110 young adults in West Java, Indonesia, were assessed using three procedures: (1) an interview concerning values, behaviors, and goals appropriate to adulthood; (2) a presentation of a story involving a character facing a dilemma with moral and social consequences; and (3) a task in which the subject sorted statements corresponding to different developmental levels in the understanding of human nature. Because the first interview procedure involved interactions inappropriate to the culture, the Indonesian coworkers in the research modified the procedure. They also constructed stories that were culturally appropriate to Indonesia and that would correspond to the stories used in Germany and the United States. The sorting procedure was also modified. Eight references are cited. (BC)

ED 339 536 PS 020 155

Oerter, Rolf
Persons' Conception of Human Nature: A Comparative Study in Germany, Indonesia and U.S.A.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; *Developmental Stages; Foreign Countries; *Individual Development; *Life Style; Social Responsibility; *Values; *Young Adults
IDENTIFIERS- Dialectical Thought; Germany; Identity (Psychological); Indonesia; United States

This study examined individuals' concepts of human nature in Germany, the United States, and Indonesia. Three procedures

NOTE- 11p.; Paper presented at the Students at Risk Conference (4th, Lake of the Ozarks, MO, March 5-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; Drug Education; Elementary Secondary Education; *High Risk Students; *Peer Teaching; Regular and Special Education Relationship; *Remedial Programs; *Rural Education; *Special Education; Tutorial Programs; Work Study Programs; Writing Instruction
IDENTIFIERS- Missouri

This paper describes programs for high risk students in the St. James R-1 (rural) School District in Missouri. The participants, staff, procedures, and effectiveness are briefly discussed for each program. Programs at the elementary level include: (1) an intervention program for K-2 students identified through screening; (2) a prescription learning computer lab for remedial reading and math; (3) a "class within a class" where a learning disabilities teacher serves students in the regular classroom; and (4) a teacher support team review where staff discusses strategies to assist teachers in dealing with "at risk" students. Programs at the secondary level include: (1) provision of a resource teacher during one period to provide academic assistance for students identified as high risk based on academic achievement; (2) cafeteria work study for educably-mentally-handicapped students; (3) a cadet teaching program which allows junior and senior high students to help elementary teachers and students in the classroom; (4) the Home Base Program in which the teacher meets daily with students to discuss topics affecting teenagers; (5) a writing lab for students with poor writing skills to gain extended composition practice; (6) Saturday School for students receiving an "F" at midterm or quarter grading periods; (7) peer tutoring by high school students for elementary students; (8) the Alternative Learning Center as a disciplinary measure to isolate students from classmates; and (9) the Drug Awareness Program, which uses an Advisory Council comprised of community leaders. (KS)

ED 339 555 RC 018 135

Stephens, E. Robert; Turner, Walter G.
Approaching the Next Millennium: Educational Service Agencies in the 1990s. ESA Study Series: Report No. II.
PUB DATE- Feb 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Institutional Cooperation; Institutional Mission; *Intermediate Administrative Units; State Departments of Education; *State School District Relationship
IDENTIFIERS- *Education Service Agencies

State-endorsed education service agency (ESA) type organizations are found in 26 state school systems, 23 of which have a complete statewide network serving all local districts. These organizations promote collaboration among local school districts in substate regions or serve as a conduit for implementation of state initiatives. This report examines involved in decisions that affect discipline, curriculum, parents, expenditures, and class size. Responses were less strong in decisions addressing the selection and planning of professional development programming and in-service activities, policies effecting the teacher's schedules, procedures for evaluating lesson plans, evaluation of instruction, and teacher placement and duty assignments. (KS)

ED 339 572 RC 018 411

Chance, Edward W.; And Others
Long Term Rural Superintendents: Characteristics and Attributes.
PUB DATE- Oct 91
NOTE- 22p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Administrator Role; *Board Administrator Relationship; Boards of Education; Communication Skills; Elementary Secondary Education; Leadership Styles; Rural Schools; School Administration; *Superintendents; *Tenure

In order to identify factors enabling superintendents to maintain their position, this study examines characteristics of superintendents serving in the same Oklahoma rural school districts for 12 years or more, a tenure longer than the national average of 5 years. Twenty-four superintendents were identified and interviewed by telephone. Data covered three main areas: (1) demographic information; (2) information about the school board; and (3) professional information about the superintendents. All the superintendents were male, most were married and had children. The average length of service as superintendent in the district was 18 years. School board members had diverse occupations and most ran for the board due to their interest in children. Major issues reported were school reform and finances. Open communication was reported as the key to superintendent success. This research provides a limited look at why these superintendents have managed to stay in one school district for a relatively lengthy tenure. More research is needed on the topic of long-term superintendents. Interview questions were listed in the appendix. (LP)

ED 339 573 RC 018 412

Dorrell, Larry D.
A Bridge over Troubled Water: Rural Education and the At-Risk Student.
PUB DATE- 13 Oct 91
NOTE- 13p.; Paper presented at the Annual Convention of the National Rural Education Association (83rd, Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Futures (of Society); *High Risk Students; Preadolescents; *Role of Education; Rural Education; *Rural Schools; *Self Esteem; *Social Problems; *Teacher Role

America's educators have the ability and the responsibility to help at-risk students learn that they can succeed and that they knowledge of their students and their planning for instruction. Reported is a project designed to demonstrate the feasibility of redesigning courses for prospective teachers in mathematics and science by incorporating into the courses research results from cognitive science and by focusing on the development of pedagogical content knowledge. After the background of the project is presented, the section on the project's implementation describes the preparation stages and the three courses offered in four sections. Section 1: Cognitive Seminar for Teacher Preparation Project, describes the organization of knowledge, how it will be presented in the classroom, and how student learning and attitudes towards learning will be assessed for the three courses being designed. Section 2 describes the mathematics course entitled "Calculus for Middle School Teachers," including course development activities, evaluation data, and implications for curriculum development. Section 3 describes the mathematics course entitled "Mathematics Course for Elementary/Middle School Teachers: Rational Numbers, Proportional Reasoning, Probability, Statistics," including course planning, instruction, information about students, evaluation of student affect and knowledge measures, and a discussion of instructor impressions of students. Section 4 describes the biology course entitled "Process and Inquiry in Life Science," including an overview of the course, the materials and methods used during teaching, results of science process skills and affective attitudes of experimental and comparison groups, and discussion and conclusions from the results. Appendices including pertinent documents with respect to activities used in lessons taught, evaluation instruments for knowledge and attitude measures, data gathered in the study, and reports made at the Psychology of Mathematics Education are given. (MDH)

ED 339 591 SE 052 315

Chester, Jayne; And Others
Math Manipulatives Use and Math Achievement of Third-Grade Students.
PUB DATE- May 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; Analysis of Covariance; Concept Formation; Elementary School Mathematics; *Geometry; Grade 3; Learning Activities; *Manipulative Materials; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Primary Education; *Teaching Methods
IDENTIFIERS- *Nonequivalent Control Groups

Recent reports indicate that although 17-year-old high school students know some basic addition and subtraction facts, few of the students are capable of solving multi-step mathematics problems. A non-equivalent pretest-posttest control group design study examined the effects of a teaching method emphasizing manipulative use on the mathematics achievement of third-grade students. Two third-grade classes with 26 students each were selected to participate in the study. Reported demographic data indicated that the control group class from western Iredell County was composed of 10 (38%) white male students, 3 (12%) black female students, and 13 (50%) white male students, and that the experimental group class from southern Iredell County was composed of 10 (38%) white male students and 16 (62%) white female students. A 2-week geometry are concerned with the specific areas of problem solving and children's conceptions of the nature and uses of mathematics. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV (SQ1TV), a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from 4 public schools in Corpus Christi, Texas. Performance and attitude data were collected from a subgroup of 24 students exposed to 30 SQ1TV programs and from 24 students in a control group having no SQ1TV contact. Reported here is the SQ1TV interview regarding children's reactions to the series, presented in the fourth of a five volume report. Administered as the last measure in the study, the SQ1TV Interview was conducted individually with students for 1 half-hour session 1 or 2 days after viewers completed the posttest. Chapters 1 and 2 focused on methodology and students' initial responses to SQ1TV. Chapters 3-8 reported childrens' opinions and reactions to SQ1TV with respect to: (1) Fun; (2) Education; (3) Problem Solving; (4) Mathematics; (5) Participation; and (6) Applications of Mathematics and Problem Solving. Results indicated that over half the children came to see that learning mathematics and having fun were not incompatible activities. These findings suggest that SQ1TV provides a context that can encourage not only positive perceptions of mathematics but also the active doing of mathematics. (MDH)

ED 339 608 SE 052 598

Fisch, Shalom M.; And Others
Executive Summary--Volume V. Children's Problem-Solving Behavior and Their Attitudes toward Mathematics: A Study of the Effects of SQUARE ONE TV.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 14p.; For other volumes in this set, see SE 052 595-597. For related documents, see SE 052 599-604.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Childrens Television; *Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Applications; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Problem Solving; *Student Attitudes; *Television Curriculum
IDENTIFIERS- *Square One TV

The current period in mathematics education can be characterized as one of reform. Many feel that children in the United States are not learning enough appropriate mathematics; these critics are concerned with the specific areas of problem solving and children's conceptions of the nature and uses of mathematics. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV (SQ1TV), a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from 4 public schools in Corpus Christi, Texas. Performance and attitude data were collected from a subgroup of 24 students exposed to 30 SQ1TV programs and from 24 students in a control gropu having no SQ1TV contact. Reported here is the Executive Summary, presented in the fifth of a five volume report. After an overview of the entire study, results regarding problem solving, attitudes toward mathematics and problem solving, and instructional units in U.S. government and history, sociology, world history, as well as sources that lead to teacher inservicing. The bibliography is intended to be a diversified one, in that samples are chosen from both governmental and commercial sources. The following categories of entries are included: teaching aids; guides and indexes; microfilm catalogs; reference information papers; inventories and preliminary inventories by number; special lists by number; inventories, preliminary inventories, and special lists by record groups; guides to foreign records; special cartographic catalogs; select audiovisual records; office of presidential libraries; office of federal register; national historic publications and records commission; and national audiovisual center. An appendix contains the Plessy v. Ferguson mandate, and "Out of Fear and Into Peace," President Eisenhower's address to the United Nations. (Author/DB)

ED 339 627 SO 021 314

Aitken, Douglas J.
A New Meaning for Education; Looking at the Europe Region. Educational Studies and Documents No. 58.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Objectives; Educational Planning; *Educational Policy; Educational Technology; Elementary Secondary Education; Foreign Countries; Foreign Culture; Higher Education; International Cooperation; *International Education; International Organizations; International Relations; Lifelong Learning; *Role of Education; Social Change; Teacher Role
IDENTIFIERS- *Europe; *UNESCO

This document includes an outline of the background to and the proceedings of the fourth Conference of Ministers of Education of Member States of the Europe Region held in Paris, France, September, 1988. New social and economic imperatives have pushed the role of education to the forefront of policy debate in Europe. The paper included in this document addresses a number of the crucial issues concerning education that deserve European nations' highest priority. There are four main sections in the paper. The first section, "The Human Dimension of Education," explores four questions concerning the state of education in Europe going into the 1990s: How is it catering to greater numbers and special needs? How is education responding to the ever-faster expansion of the frontiers of knowledge? How is it coping with contemporary ethical and moral problems? and How is education reacting to the impact of the new information and communication technologies? The second section, "The Computer and the Classroom," contends that given the ever-expanding role of computer technology in society, European schools can ill afford to continue the current sluggish pace of integrating computers into the classroom. The third section, "The Teacher in the Classroom," makes the argument that it is the quality of the teacher, above all else, that may well be the most important human dimension in education. The fourth section, "Regional and International Cooperation," surveys the most important areas of cooperation among European countries (understanding the national environment and understanding the social environment) and the mechanisms by which such cooperation may occur. This paper is preceded by an outline of the Founding Fathers; the writing, adoption and ratification of the Constitution; and a number of constitutional issues that have been important in the years since the Founding including judicial review, federalism, due process, equal protection, and the freedoms of speech and religion. The text is based on a conceptually oriented approach that blends expository and inquiry methods, both of which call for active participation by students throughout. The approach stresses the development of analytic and evaluative skills, which will enable students to apply basic substantive knowledge to a wide variety of political questions and controversies. Numerous skill building exercises follow the 6 units: (1) political philosophy; (2) history and experience; (3) the Constitution; (4) establishment of the government; (5) fundamental rights; and (6) responsibilities of the citizen. The reference section contains the Declaration of Independence, the Constitution of the United States, a glossary of major terms and concepts, biographical motes, a list of important dates, and an index of Supreme Court cases. (DB)

ED 339 645 SO 021 447

We the People: Teachers' Guide for a Secondary Level Student Text.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 90
NOTE- 128p.; For a related document, see SO 021 446.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; Learning Activities; Secondary Education; Social Studies; *Teaching Guides; *Teaching Methods; *United States History

This teacher's guide introduces secondary students to the study of constitutional government in the United States. It is designed to provide students with an understanding of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. Through the 31 lessons of the text, organized into six units, students examine the philosophical and historical forces that influenced the Founding Fathers; the writing, adoption and ratification of the Constitution; and a number of constitutional issues that have been important in the years since the Founding including judicial review, federalism, due process, equal protection, and the freedoms of speech and religion. The text is based on a conceptually oriented approach that blends expository and inquiry methods, both of which call for active participation by students throughout. The approach stresses the development of analytic and evaluative skills, which will enable students to apply basic substantive knowledge to a wide variety of political questions and controversies. The activities built into the lessons plans in the Teacher's Guide include directed discussions, debate, and simulations. Each of the 31 lessons contains a lesson overview, lesson objectives, teaching procedures, and optional activities. A number of student handouts also are included in the teacher's guide. The six lesson units are: political philosophy, history and experience, the Constitution, establishment of the government, fundamental rights, and responsibilities of the citizen. A reference section contains the Declaration of Independence, the Constitution of the United States, a glossary of major terms coverage of the Arab world and of Islam, so that teachers and their students might use their own critical thinking skills to do an analysis of the course textbook they are using. (DB)

ED 339 669 SO 021 737

Harris, Ian M.
The Challenge of Peace Education: Do Our Efforts Make a Difference?
PUB DATE- 91
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Controversial Issues (Course Content); Course Content; Current Events; Educational Change; Educational Research; Higher Education; Moral Issues; *Nuclear Warfare; *Peace; Political Issues; Questionnaires; Social Change; *Student Attitudes; World Problems
IDENTIFIERS- *Peace Education

The findings of a study that examined the impact of peace studies courses at the college and university level upon students is reported. The study involved 260 undergraduate students at 3 midwestern universities. At the beginning of each course, students filled out a questionnaire; at the end of the course, students were given identical questionnaires to see how their attitudes, beliefs, and levels of activity had changed during the semester. One year later students were mailed a third identical questionnaire to see what further changes had taken place. A control group also was used so that a comparison of responses between the groups would indicate whether or not the change could be attributed to the influence of a peace studies course. Analyses of the results of the study do not support a major hypothesis of the study, that students taking a peace studies course would have significant changes in attitude in a more peaceful direction than students in a control groups. However, the study does show that as a result of taking a peace studies course, one in five students do something to promote peace. (DB)

ED 339 670 SO 021 779

Kraemer, Dagmar; Stassen, Manfred
The New Europe and the New Germany in U.S. Classrooms: International Cooperation and Curricular Reform for the 1990s. Conference Minutes.
PUB DATE- 91
NOTE- 38p.; Report from a conference (Indianapolis, IN, June 13-16, 1991). Also sponsored by the Embassy of the Federal Republic of Germany.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Educational Change; Educational Policy; *Educational Resources; Foreign Countries; Futures (of Society); International Cooperation; International Education; *International Educational Exchange; *Social Studies; Teaching Methods; World Affairs
IDENTIFIERS- *Europe; *Germany

This report summarizes a conference that was held as part of a continuing effort to develop methods by which U.S. schools can to change their perspective from student to teacher. Participants were 31 preservice elementary education majors enrolled in a one semester interdisciplinary methods course involving science, reading, and language arts. A number of whole class experiences were devised both on and off campus to provide a cognitive apprenticeship through a variety of opportunities to observe classes, experience life as a teacher, and to be exposed to children. Data were collected through students' writing, videotapes of science classes, researcher's field notes of class proceedings, and small group discussions. Findings suggest that: (1) the structure of the course as an interdisciplinary workshop that asked students to consider themselves as scientists, readers, and writers forced all students to confront their self-concepts in each discipline; (2) the emphasis on written reflection allowed students to discover just what troubled them about teaching science, reading, and language arts; and (3) the course structure and activities forced students to see themselves evolving from students to thinking, rational, intuitive, and decision-making teachers. (LL)

ED 339 690 SP 033 457

McLaughlin, John M.; Moore, Charles E.
Catch the "D" Train.
PUB DATE- 2 Mar 91
NOTE- 18p.; Paper presented to the American Association of School Administrators (New Orleans, LA, March 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrators; *Certification; *College Faculty; *Doctoral Degrees; *Educational Administration; Higher Education; Licensing Examinations (Professions); *Program Attitudes; Schools of Education; Tenured Faculty
IDENTIFIERS- National Policy Board for Educ Administration

There is a growing trend among universities to regard the offering of a Doctor of Education (Ed.D.) degree as a necessary element in efforts to improve the status of the university. This paper discusses reasons for the rapid expansion of Ed.D. programs, the likely results of this phenomenon, and what this trend means for school administrators in the field. The increase in the number of institutions that offer the Ed.D. in educational administration has been partly influenced by the National Policy Board for Educational Administration (NPB) which has advocated the doctorate as a prerequisite for entry in the educational administration profession and for national certification of educational administrators. Analysis of state certification standards reveals that there is little agreement regarding administrator licensure criteria. To ascertain the response of professors of educational administration to the recommendations of the NPB, questionnaires were sent to 176 professors from master's level institutions, 228 from sixth year or specialist institutions, and 288 from institutions offering the doctorate. Analysis of the data (65 percent return rate) indicated that professors from master's and specialist programs tend to be in greater opposition to requiring the doctorate for licensure than professors from institutions offering the terminal degree. A total of 51.7 percent of the respondents disagree with the concept of a national board issuing a certification examination. (IAH)

DESCRIPTORS- *Academic Achievement; Behavior Patterns; Brain Hemisphere Functions; *Cognitive Style; *Educational Research; Environmental Influences; Holistic Evaluation; Learning Disabilities; *Learning Processes; Literature Reviews; Neurology; *Neuropsychology; *Psychophysiology; Sex Differences
IDENTIFIERS- Brain Development; *Brain Research

A review of research makes it increasingly clear that findings from the areas of brain development and hemispheric specialization, student and teacher learning styles, and holistic and meaning-centered approaches to reading and writing are related, as they all contribute to a richer view of how learners learn. In brain research, the popular focus is on hemispheric specialization, but the systems regulating emotions and attentiveness cannot be neglected. Brain research is also providing indications of the different brain organization of males and females, proficient learners, and the learning disabled. Research into learning style is indicating that when teachers adapt the learning environment to accommodate learners' preferences, there is an increase in academic achievement. Correlating learning style research and hemispheric processing models has received a great deal of research attention. Inquiry into the major areas covered in this review clearly indicates that large numbers of children may have unique modes of learning that are not tapped by the conventional instructional strategies in many schools. It must be recognized that learning style is best defined as a variety of behaviors, rather than an individual trait. One figure and an 128-item list of references are included. (SLD)

ED 339 709 TM 017 487

Burstein, Leigh; And Others
Establishing the Content Validity of Tests Designed To Serve Multiple Purposes: Bridging Secondary-Postsecondary Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 89p.; Prepared in collaboration with the University of Colorado, the NORC at the University of Chicago, and Arizona State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aptitude Tests; Content Analysis; *Content Validity; Higher Education; *Mathematics Tests; Secondary Education; *Secondary School Mathematics; Student Evaluation; *Student Placement; *Test Content; Test Use
IDENTIFIERS- California Assessment Program; *Mathematics Diagnostic Testing Project CA; *Placement Tests; Second International Mathematics Study

A method is presented for determining the content validity of a series of secondary school mathematics tests. These tests are part of the Mathematics Diagnostic Testing Project (MDTP), a collaborative effort by California university systems to develop placement examinations and a means to document student preparation in mathematics. Content validity was being established in a three-point process: (1) internal analysis of the MDTP tests; (2) comparison of their contents with four statements from national and state organizations of desired curriculum and preparation at the secondary school level; and (3) comparison with other secondary school mathematics tests, including results of the Second International Mathematics Study, an eighth-grade test prepared by R. D. Bock and R. J. Mislevy, and the California Assessment Program (CAP). In 1988-

Entrance Examinations; College Mathematics; *Computer Assisted Testing; Error of Measurement; Higher Education; *Management Information Systems; Mathematics Tests; Microcomputers; Reading Comprehension; Scores; Sentence Structure; *Student Placement; *Test Interpretation; Test Theory
IDENTIFIERS- *College Board Computerized Placement Tests; User Guides

This guide is designed to provide essential background material about the College Board's Computerized Placement Tests (CPTs). It is recommended for administrators and staff alike. It contains the theory on which the tests are based, information concerning how to administer them, and discussions of the reports produced and how to interpret the data. The CPTs program is an assessment program based on computerized adaptive testing techniques. The methodology customizes tests according to the student's abilities, presenting the student with questions at an appropriate level for his or her abilities, knowledge, and background. Five areas are currently tested by CPTs (reading comprehension, sentence skills, arithmetic skills, elementary algebra skills, and college level mathematics). Seamless Serial Testing is a feature that allows automatic selection and administration of from one to three mathematics tests corresponding to the examinee's abilities. CPTs are a component of the ACCUPLACER student information management system. The following sections are included: (1) an introduction and overview; (2) a description of the tests; (3) test score interpretation; (4) a software overview; (5) reporting; (6) student information; (7) percentile ranks, standard errors of measurement, and tables of comparable scaled scores; (8) a glossary; and (9) an appendix of supplemental information. There are 35 tables. Selected sample test items and figures supplement the text. (SLD)

ED 339 728 TM 017 631

Computerized Placement Tests: Background Readings.
PUB DATE- Oct 91
NOTE- 138p.; For related documents, see TM 017 416-417, and TM 017 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adaptive Testing; College Entrance Examinations; College Students; Community Colleges; *Computer Assisted Testing; *Educational Assessment; Educational Technology; Guides; Higher Education; Item Response Theory; *Management Information Systems; Microcomputers; Pilot Projects; Predictive Measurement; Program Implementation; Research Reports; *Student Placement
IDENTIFIERS- *College Board Computerized Placement Tests

This document is a compilation of background readings for the user of Computerized Placement Tests (CPTs) developed by the College Board for student placement purposes. CPTs are computerized adaptive tests that test the individual abilities and backgrounds of examinees. CPTs are part of the ACCUPLACER student information management system. The first part of the compilation, "On Computer Adaptive Testing", contains the following papers: (1) "Using Microcomputers To Administer Tests" (W. C. Ward); (2) "On Item Response Theory and Computerized Adaptive Tests: The Coming Technological

Analyses of the data show that full-time female faculty are a minority within the State System. Additionally, the percentages of female faculty are not only concentrated at the lower ranks, but show an increasing rate at each succeeding lower rank. Conclusions and remarks concerning corrective action are provided. Twelve system-wide tables and 16 system-wide data figures are included in the text, and 2 appendixes comprising the greater part of the document contain tables and figures for each of the 14 State System of Higher Education universities. Contains 20 references. (GLR)

ED 339 293 HE 025 078

Weingartner, Rudolph H.
Undergraduate Education: Goals and Means.
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Critical Thinking; *Curriculum Evaluation; *Educational Improvement; Educational Objectives; *Educational Quality; Higher Education; Institutional Environment; Instructional Effectiveness; *Student Development; Student Educational Objectives; *Undergraduate Study

This book examines the full range of experience of the nation's baccalaureate candidates. Working around the premise that education is not something that professors do but rather something students participate in, this book gives succinct accounts of the full range of goals of undergraduate education, from the acquisition of certain proficiencies to the fostering of character traits. The book covers the full range of curricular topics--humanities, languages, sciences, mathematics, computer literacy, history, global awareness, fine arts, and others. It also addresses the development of critical thinking and the "hidden agenda" of non-academic institutional traits that impinge on learning. Following a discussion of basic assumptions about higher education in the United States, the book devotes five chapters to pedagogically relevant categories of educational goals: "Proficiencies"; "Conversancies"; "The Special Case of the Humanities"; "Competency: The Major"; and "Character Traits." The book's focus is on educational effectiveness based on an awareness of the distinction between what educators say and what actually happens to students. Also discussed is the interrelatedness of different components and activities of educational institutions, and how these can be organized and harnessed to achieve the desired goals. Contains 80 references and an index. (GLR)

ED 339 294 HE 025 079

Adams, Charles S.; Roberts, Susan M.
Construction of Role and the Shaping of Organizational Culture: A Symbolic Interactionist Study of Collegiate Mid-Level Managers in Student Affairs. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

conducted with 27 Western-trained faculty members now teaching at 3 private research universities in Seoul, Korea. Principles inherent in the naturalistic inquiry paradigm guided the interviews. Individuals were selected to provide representation across disciplinary fields, academic rank and gender. Research focused on faculty members': (1) experiences as foreign graduate students and their socialization to the professoriate; and (2) perceptions of the impact of their cross-cultural training on their academic careers. Analysis found that most had abbreviated relationships with graduate faculty and advisors from their Western graduate training, most experienced a tension between Westernized expectations which place a value on research versus the Asian institution's emphasis on teaching, and all felt a strong sense of obligation to their current institutions. Overall, the study found that scholars who train in one culture with a defined set of norms and perform in another with its own set of norms serve multiple masters. Included are 16 references. (JB)

ED 339 312 HE 025 097

Johnsrud, Linda K.; Wunsch, Marie
Barriers to Success in Academic Life: Perceptions of Faculty Women in a Colleague Pairing Program. ASHE Annual Meeting Paper.
PUB DATE- Oct 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); College Faculty; Faculty Development; Faculty Promotion; Higher Education; Mentors; Nontenured Faculty; *Security (Psychology); *Success; *Teacher Attitudes; Teacher Responsibility; *Teacher Role; Tenured Faculty; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting

A study was done to explore the perceptions of senior and junior faculty women regarding the barriers to success experienced early in their academic careers. The study population was drawn from a colleague pairing program at a major urban research university in the western United States and consisted of 22 junior faculty in tenure track positions matched with tenured senior faculty. A factor analysis of data from responses to surveys administered before the pairs met and after two semesters when the pairing program ended revealed three areas of concern: roles and responsibilities, a sense of belonging, and personal security. Further examination found significant differences between the senior and junior women's perceptions before and after the program on all three factors, namely that the perception of the importance of the factors decreased during the program for both junior and senior women. Also, junior women perceived most barriers as less problematic than their senior counterparts anticipated. The findings suggest important directions for programmatic efforts to retain and advance women as well as areas of needed research. Included are 4 tables and 27 references. (JB)

ED 339 313 HE 025 098

Kearney, Gretchen Warner; Townsend Barbara K.
The Gypsy Student in Higher Education: Background Characteristics and Interinstitutional Movements of a Multiple Transfer

A Causal Model for Assessing Problems of Dutch Research Assistants (PhD-Students). ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Causal Models; Foreign Countries; *Graduate Study; Higher Education; Individual Characteristics; Intellectual Disciplines; Literature Reviews; *Research Assistants; Research Problems; Satisfaction; Surveys; Work Environment
IDENTIFIERS- *ASHE Annual Meeting; *Netherlands

This study examined the problems of postgraduate research assistants in the Netherlands. The study was conducted as a result of Government plans to introduce a new educational system for obtraining a doctorate equivalent to a Ph.D.--the "assistants-in-training system" (aio system). On the basis of a literature study on the American and British Ph.D, a model was developed for assessing problems of Dutch research assistants (Ph.D students). As possible causes of these problems three categories were discerned: (1) background (age, gender, motives, etc.); (2) the discipline; and (3) the working environment (supervision, the department, etc.). A survey of research assistants (n=166) at six Dutch universities who were studying in the natural sciences, social sciences, and humanities revealed the following: that the influence of the discipline appeared to be substantial (background, working environment, and experienced problems); that the working environment also had a substantial effect on research assistant problems; and that research problems caused teaching problems. A new global causal model is presented for further research. Contains 14 references. (GLR)

ED 339 332 HE 025 117

Volkwein, J. Fredericks; Carbone, David
A Study of Research and Teaching Orientations in Twenty-Seven Academic Departments: The Impact on Undergraduates. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; College Environment; *College Students; *Departments; Educational Environment; Higher Education; *Individual Development; Learning Experience; Organizational Climate; *Outcomes of Education; *Reinforcement; Research Universities; Student Development; Teacher Student Relationship; *Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

This study analyzed a variety of departmental and student outcomes data obtained from faculty and graduating seniors in 27 academic departments at a Research II University. The purpose was to answer two questions: (1) does a strong research orientation by an academic department promote or hinder student learning and growth? and (2) are differences in departmental tabular formats, and the teacher and student questionnaires are appended together with instructions for coding the responses. (80 references) (DB)

ED 339 350 IR 015 296

Technology in New York's Classrooms: One Key To Improving Educational Outcomes.
SPONS. AGENCY- Business Council of New York State, Inc.
PUB DATE- Mar 91
NOTE- 32p.; For the New York State Plan, see ED 319 397 and ED 323 966.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Computer Assisted Instruction; Cooperative Learning; *Courseware; *Educational Technology; Elementary Secondary Education; *Equal Education; Hypermedia; Individualized Instruction; *Instructional Innovation; Long Range Planning; Microcomputers; Multimedia Instruction; Problem Solving; School Business Relationship; *School Restructuring; State Programs; Use Studies
IDENTIFIERS- New York

This report discusses the potential for computers and other educational technologies to aid in school restructuring in New York State. Issues involved in such a restructuring are examined and include: (1) the need for a common effort in creating a state program; (2) current practices and current realities in the classroom; (3) current uses of such technologies as microcomputers, video, and multimedia instruction; (4) access to computers and computer information; and (5) current use of computer assisted instructional software for problem solving, manipulation of data, and cooperative learning. The provisions of the Long Range Plan for Technology in Elementary and Secondary Education in New York State are briefly reviewed with emphasis on the provision of daily access to instructional technology innovations for students, training for teachers in technology applications, and a greater role for businesses to play in helping school restructuring. (This plan was adopted by the New York State Board of Regents in June 1990.) The report concludes by citing New York State's leadership in the use of technology; a 6-year joint study being conducted with the Education Department to test new approaches using comprehensive technology systems donated by IBM; the donation by IBM of a major computer laboratory for training teachers in each of 12 postsecondary institutions; and the implementation of computer links between and among the state, school districts, and individual educators through a system called Technology Network Ties (TNT). It is noted that nothing in this report is to be construed as an attempt to aid or hinder the passage of any federal or New York State legislation. (DB)

ED 339 351 IR 015 297

Carroll, Bonnie C.; And Others
Data Policy and Availability Supporting Global Change Research, Development, and Decision-Making: An Information Perspective.
PUB DATE- Oct 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

critique by Brian Carss); (2) "Information Training Technology: The North American Perspective" (Thomas C. Reeves, United States; critique by Alan F. Holzl); (3) "Technology: A New Disability?" (Dennis Kviz, United States; critique by Michael Macklin); (4) "The Horse or the Cart?" (Apple Computer Representative; abstract only); (5) "Information Technologies and Training Issues in Qantas" (David Cormack, Australia; critique by Margaret Berenyi); (6) "An Open Learning Approach in the Industry Training Context" (John Sayer and Mike Donaghue, Australia; critique by Jeni Neary); (7) "IT Awareness--From the Board Level to the Coalface" (Neil Divett and Peter Lennon; critique by Ken Lyons and Pramod Sharma); (8) "Technology and Tertiary Education: Paradigm Shift or Technophobia?" (Rod Sims, Australia; critique by Michael Crock); (9) "Restructuring Vocational Training and Education for Information Technologies" (Tony Whittingham, Australia; critique by Helen Parker); and (10) "Tertiary Training in the Information Technology Age" (Craig Sherrin, Australia; critique by Steve Murray). (DB)

ED 339 368   IR 015 331

Green, Kenneth C.; Eastman, Skip
Campus Computing 1990: The EDUCOM/USC Survey of Desktop Computing in Higher Education.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Colleges; *Computer Assisted Instruction; Computer Networks; Computer Software; Curriculum Development; *Educational Planning; Educational Resources; Futures (of Society); Higher Education; *Library Automation; *Microcomputers; National Surveys; *Policy; Two Year Colleges; Universities; *Use Studies
IDENTIFIERS- Vendors

The National Survey of Desktop Computer Use in Higher Education was conducted in the spring and summer of 1990 by the Center for Scholarly Technology at the University of Southern California, in cooperation with EDUCOM and with support from 15 corporate sponsors. The survey was designed to collect information about campus planning, policies, and procedures affecting the use of desktop computers (i.e., personal computers and workstations) from colleges and universities in the United States including Alaska and Hawaii. Information elicited included general campus policies about desktop computing; current microcomputer and desktop computer facilities; hardware acquisition policies and procedures; software utilization issues; academic and instructional computing policies and procedures; future issues affecting campus computing; strategic planning issues; libraries and computers; networking; computing for disabled students; vendor assessment; and organization of campus computing and technology units. Questionnaires were mailed to some 2,500 campuses in May 1990; responses were received from 1,148 campuses (45.8%) by the closing date for data analysis. Data presented in this report are based on the responses from public and private research universities, public and private four-year colleges, and community colleges. (Survey results for private two-year campuses are not included because of the very small number of responses.) Survey respondents were individuals responsible for

Disadvantaged; (4) Project 4: Services to the Physically Handicapped; (5) Project 5: State Institutional Library Services; (6) Project 7: Major Urban Resource Libraries; (7) Project 9: Services to Limited English-Speaking; (8) Project 10: Services to the Elderly; (9) Project 12: Literacy Programs; and (10) Project 18: Administration. Information is also provided for Title II Project Plan: Public Library Construction; and for Title III, Project Plan: Planning for Cooperative Library Networks, and Establishing, Expanding and Operating Library Networks. Eight appendixes include grant application guidelines for various LSCA programs. (MAB)

ED 339 386   IR 053 840

Conable, Sharon R.
Procedures Manual: A Guide to Uniform Grant and Contract Management Standards and The Common Rule for Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments.
PUB DATE- 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Guides; Contracts; Federal Aid; *Grants; *Guidelines; *Library Administration; Program Descriptions; Program Proposals; Public Libraries; *Standards; State Aid; State Libraries
IDENTIFIERS- *Library Services and Construction Act; *Texas State Library

This manual has been compiled to provide consistent grant application and administrative procedures for state agencies which award grants or contracts to local governments. It provides a conceptual framework of information concerning the reporting, financial, contractual, and auditing requirements for recipients of Texas State Library grants funded with state and federal funds under the Library Systems Act (LSA) and the Library Services and Construction Act (LSCA). A brief preface explains the purpose of the manual together with its scope and a statement of ethical conduct for libraries. Standards and administrative requirements are then presented in 16 sections: (1) Basic Cost Principles (allowable costs, unallowable costs, prior approval costs, indirect costs); (2) Documentation of Time and Attendance; (3) Allocation of Costs to Projects; (4) Standards for Financial Management Systems; (5) Grant Payments; (6) Program Income; (7) Audits; (8) Program Revision Procedures (changes in project scope or objectives; transfer of funds among projects, direct cost categories, and to a project not authorized in the contract; prior approval costs); (9) Property Acquisition and Management; (10) Debarment and Suspension; (11) Procurement Standards; (12) Performance Reporting; (13) Financial Reporting; (14) Record Retention; (15) Enforcement; and (16) Close-Out (of grant awards). Concluding the manual are the following appendixes: (1) Questions and Answers to the Uniform Grant and Contract Management Standard; (2) Prior Approval Guidelines; (3) Texas State Library Appeals Procedure; (4-5) Property Inventory Guidelines (system operation grants and general); (6) Audio-Visual Inventory Guidelines; (7) Government-Wide Common Rule for Non-Procurement Debarment and Suspension; (8) Government-Wide Requirements for a Drug-Free Workplace; and (9) City and County Vendor Identification Numbers. (MAB) personal necessity leave, bereavement leave, emergency leave, disability pregnancy leave, child rearing leave, child adoption leave, military leave, jury leave, job related accident or illness, long-term leave without pay, retraining program, sabbatical leave, and short-term leave; personnel files and complaints; safety; and grievance procedures. Appendixes provide the Kern Community College District basic faculty salary schedules; basic faculty salary schedules for continuing education and summer sessions; information on health and dental benefits for retirees, on extra services pay for regular and contract staff, and on Bakersfield College department chair selection, compensation and duties; and excerpts from the board policy manual, and the California Education Code. (PAA)

ED 339 406 JC 910 530

Agreement between Redwoods Community College District and College of the Redwoods Faculty Organization, September 1, 1988 through August 31, 1991.
PUB DATE- 88
NOTE- 62p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- College of the Redwoods CA; *Independent Bargaining Agents; Redwoods Community College District CA

The collective bargaining agreement between the Redwoods Community College District Board of Trustees and the College of the Redwoods Faculty Organization, for the period from September, 1988 through August, 1991, is presented. First, a three-page administrative recommendation concerning the compensable teaching load for faculty members conducting independent study programs is provided. Then, the contract is presented, covering the following topics: bargaining agent recognition; wages and working conditions, including provisions related to instruction time, minimum class size, district policies, discrimination, teaching load units, faculty with underloads, full- and part-time salaries, and compensation for faculty work experience coordination and teacher coordination; leaves; staff insurance program; early retirement benefits; reduced workload program for staff aged 55 and over; reduced workload for staff under 55 years of age; tax sheltered annuity program; grievance procedures; administrative remedies; completing administrative tasks; transfer and reassignment procedure; certified personnel evaluation; consultation; job sharing; in-service training policy; instruction activities by administrators; term of contract; and a zipper clause concerning completion of meeting and negotiating. Certificated and part-time certificated salary schedules are attached. (PAA)

ED 339 407 JC 910 545

Mulder, Anne E.; Wismer, Jack N.
Building Effective Partnerships.
PUB DATE- Sep 91
NOTE- 19p.; Paper presented at the Annual Conference of COMBASE (Oakbrook, IL, September 12-14, 1991).

Elgin Community College IL; Illinois Federation of Teachers

The collective bargaining agreement between the Elgin Community College Faculty Association and the Board of Trustees of Community College District Number 509 is presented. This contract, covering the period from January 1, 1988 through December 31, 1990, deals with the following topics: bargaining agent recognition and bargaining unit; association-board relations, including non-discrimination, board meetings, use of facilities, dues, committee appointments, and strike pledge; grievance procedures; conditions of employment, including academic freedom, instructor workload, outside employment, class assignments, personnel records, pay period options, academic calendar, seniority, tenure and evaluation, and reduction in force; leaves, including jury duty/court related leave, maternity/child rearing leave, personal business leave, professional meeting leave, religious leave, sabbatical leave, sick leave, leaves of absence, and unemployment compensation; compensation and benefits, including health insurance, life insurance, flexible benefits plan, special retirement, professional expense benefit, tuition reimbursement, substituting, independent study, working at two or more locations, summer school contracts, voluntary and involuntary overload, salary and pension contribution, and salary schedules for 1988, 1989, and 1990; and contract agreement duration. (PAA)

ED 339 425 JC 910 564

Jackson, Stephen

Vocational Training or Value Shaping: One Approach to Education in the 1990's.

PUB DATE- 91

NOTE- 49p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Administrator Role; College Administration; *College Environment; College Faculty; *College Role; Community Colleges; Comparative Analysis; Comparative Education; *Education Work Relationship; Foreign Countries; *Role of Education; Student Attitudes; Teacher Attitudes; Teacher Role; Technical Institutes; Two Year Colleges; Two Year College Students; *Vocational Education

IDENTIFIERS- *Canada; *United Kingdom; United States

Balancing the vocational and educational components in technical institutions today is difficult, requiring that faculty and administrators have vision, political realism, moral integrity, and energy. To understand better the rationale which underlies present forms of nonuniversity, postsecondary college education, a study was conducted at three college communities in the United Kingdom (U.K.), Canada, and the United States. In all three communities, the colleges examined were closely allied with the manufacturing sector. Faculty, students, and administrators were interviewed in 1987 on a non-random qualitiative basis, to establish thematic trends. The majority of students in all three countries identified with the values of the occupations that they would eventually enter. The greatest difference between the three groups of students was in the type of employment preferred (i.e., the U.K. students showed a preference for large organizations, while the Americans, and a sizable minority of Canadian students, showed a preference for small companies or for employment as entrepreneurs). Faculty in all three colleges experienced conflict attempting to educate in a flexible manner for a changing world while at the same time socializing students to

(055)
DESCRIPTORS- Academic Advising; *Articulation (Education); College Credits; *College Transfer Students; Community Colleges; Educational Administration; Educational Responsibility; Higher Education; *Intercollegiate Cooperation; *State Standards; *Transfer Policy; *Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *Virginia

The Joint Committee on Transfer Students (JCTS), comprised of faculty and administrators from two- and four-year institutions, was established by Virginia's State Council of Higher Education (SCHE) and State Board for Community Colleges (SBCC) in October 1990. In order to develop policy recommendations designed to facilitate student transfer, in April 1991 the JCTS conducted a series of campus hearings throughout the state, involving students, faculty, counselors, and administrators. Endorsed by both the SCHE and the SBCC, this policy statement makes a series of proposals regarding: admissions; acceptance and application of credits; the development of a transfer module; communication and information; administrative responsibility for transfer; services for transfer students; transfer student responsibilities; minority students and transfer; and tracking transfer students. Specific policy recommendations include the following: (1) students who have earned an associate degree based upon a baccalaureate-oriented sequence will be considered to have obtained junior standing; (2) the colleges should adopt a transfer module system, a coherent set of courses that forms the foundation of a solid liberal education and assures students that a core of courses will transfer; (3) one person should be designated as chief transfer officer at each institution; and (4) community colleges should determine whether minority students are being counseled into or otherwise enrolled disproportionately in programs that are not designed to transfer. Transfer module guidelines and courses are appended. (PAA)

ED 339 442 JC 920 004

Malena, Richard F., Ed.
Vision '90: The Maricopa Community Colleges Journal of Teaching and Learning, Volume 2, Numbers 1-2, 1990.
PUB DATE- 90
NOTE- 73p.; Published twice a year.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accounting; Adult Students; *Classroom Techniques; Community Colleges; Computer Uses in Education; Cooperative Learning; *Critical Thinking; *Ethical Instruction; Instructional Improvement; *Learning Strategies; Part Time Faculty; Student Evaluation of Teacher Performance; Student Motivation; Teacher Behavior; *Teacher Effectiveness; *Teaching Methods; Two Year Colleges; Writing Skills
IDENTIFIERS- Maricopa County Community College District AZ

Designed to provide a forum for faculty and staff in the Maricopa Community College District to exchange information about effective teaching methods for practical application and intellectual stimulation, this journal publishes articles on teaching, learning, and classroom research activities. The two issues in this volume contain the following articles: (1) "Putting Value in Evaluation: A Review of the Research," by Susan Starrfield; (2) "Collaborative Learning: Confronting the Lip Service," by Julie Ann Wambach; (3) "Want to Add Some

IDENTIFIERS- Developmentally Appropriate Programs; *Project Head Start

The overall goal of this 10-week practicum was to train parents and teachers in activities that would reduce anxieties and increase skills in Head Start children in order to prepare them for the transition to kindergarten. A kindergarten preparation curriculum unit was developed and workshops were held for training Head Start teachers in its use. Workshops were developed to train parents to: (1) prepare children for the transition to kindergarten; (2) become involved in their children's education; and (3) increase their children's self-esteem. A booklet of activities was prepared for parents to use over the summer to develop children's cognitive, social/emotional, and motor skills. Home visits were made to 37 families during the summer to monitor developmentally appropriate activities. All objectives of the practicum were met, and all children who participated in the summer home visits made a successful transition to kindergarten. (SH)

ED 339 460 PS 020 020

Kaplan, Joan A.

Differences between Mothers' and Fathers' Parenting Style: Their Effect on Preschoolers' Behavior in the Family.

PUB DATE- Apr 91

NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affection; Anger; *Child Rearing; Family Influence; *Family Relationship; Fathers; Individual Differences; Mothers; *Parent Child Relationship; *Preschool Children; *Sex Differences; *Socialization; Young Children

IDENTIFIERS- *Child Behavior; Marital Adjustment

This study examined the associations between preschoolers' behavior in their family and a couple level index of parenting style. This index is defined as the difference in the amount of emotional interaction between mothers and fathers with their children. Thirty-eight families with a preschool-aged child took part in a laboratory visit, and mothers and fathers completed a questionnaire about their marriage. Laboratory ratings of the warmth, pleasure, coldness, and anger of parents' interactions with their child in dyadic sessions were used as an index of parenting style. The association of each of the four interaction variables to four other variables was examined. These variables were: (1) child behavior in a triadic family session; (2) marital conflict; (3) the emotional intensity of parents' interaction with their child during dyadic sessions; and (4) the difference in emotional intensity ratings of mothers' and fathers' interactions. Results demonstrated that couple differences in the intensity of their warmth, pleasure, and anger were related to children's decreased ability to concentrate on tasks. Results also indicated that couple differences in warmth were linked with greater amounts of negative affect expressed by children toward parents during family sessions. Seven references are cited. (Author/BC)

ED 339 461 PS 020 029

Cadiz, Sharon M.

organized in the following categories: abuse; adoption; armed conflict; child labor; detention; disappearance; discrimination; education; environment; family; freedom of expression; health; homeless and abandoned; housing; hunger; juvenile justice; narcotics; political protest, repression, and violence; pornography; prostitution; poverty; refugees; torture; and trafficking. Three appendices contain an index by geography, a list of countries by region, and database sources. (LB)

ED 339 479 PS 020 073

Ninio, Anat
Is Early Speech Situational? The Relation of Early Utterances to the Context.
SPONS. AGENCY- United States-Israel Binational Science Foundation, Jerusalem (Israel).
PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Classification; *Context Effect; Foreign Countries; Hebrew; *Infants; *Language Acquisition; Language Research; Longitudinal Studies; Mothers; *Parent Child Relationship; Social Environment; Speech Communication
IDENTIFIERS- Israel

A study on children's speech is prefaced by an extensive theoretical discussion. An attempt to construct a taxonomy that captured psychologically real, discrete types of communicative acts in mother-child interactions was based on the insight that verbal utterances are social acts that are meaningful in particular social situations. The taxonomy was formulated from an analysis of mother-infant interactions and a study of sociological theories. The key distinction made in the taxonomy is between the presence and separation of the communicants. Utterances are classified into several types, including: negotiations, markings, evaluations, conversations, performances, acknowledgements, metacommunication, and text editing. In all, the taxonomy distinguishes 65 types of talk. From this taxonomy, other researchers have developed abridged verbal utterance coding systems. The study investigated the possibility that utterances are produced as responses to situations or as expressions of communicative intent. The speech interactions of two samples of Israeli Hebrew-speaking, mother-infant dyads were analyzed. Results indicated that even though infants made more context-embedded utterances at 10 months of age than at 18 months, those utterances accounted for only 30 percent of all utterances. The great majority of children's utterances were independent of the ongoing context. A reference list of 39 items is included. (BC)

ED 339 480 PS 020 081

Mayfield, Margie I.
Work-Related Child Care in Canada.
PUB DATE- 89
NOTE- 180p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Environment; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; Infant Behavior; Parent Attitudes; *Parent Child Relationship; Parent Education; Postsecondary Education; Questionnaires; Training Objectives
IDENTIFIERS- Behavior Management; *Childhood Experiences; Colorado State University

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) the development and promotion of healthy attachment of foster children to their biological and foster parents; (2) identification of attachment problems; (3) management of behavior problems of poorly attached children; and (4) long-term effects of poor attachment. The module consists of four lectures. Each lecture includes reading material and exercises for individuals or groups. Lecture 1 considers the process of children establishing healthy attachments to parents. Also provided is a reading on infants' inner and outer experiences. Lecture 2 considers failures in the attachment process. These failures may be the result of problems with the infant or the environment. Lecture 3 describes securely attached, insecurely attached, poorly attached, and unattached children. Factors to be considered in the assessment of children's attachment are listed. Lecture 4 describes appropriate responses for foster parents to make to various problem behaviors of children. A list of seven references is provided. A five-page form for evaluating the module is included. (BC)

ED 339 499 PS 020 105

Schatz, Mona Struhsaker; And Others
Psychological Parenting: The Foster Care Process. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Jul 91
NOTE- 40p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; *Childhood Needs; Child Rearing; Course Descriptions; Family Environment; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; *Parent Child Relationship; Parent Education; Parenting Skills; Postsecondary Education; *Psychological Needs; Questionnaires; Training Objectives
IDENTIFIERS- Colorado State University

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) the position of the foster child as an outsider in the foster family; (2) foster parenting experiences with children from birth to 18 years of age; and (3) the process of psychological parenting, that is, the fulfillment of the child's psychological needs for a parent. The module consists of three lectures. Each lecture includes reading material and exercises for individuals or groups. Lecture 1 considers parents' experiences at the various stages of a child's development. Lecture 2 considers the position of the foster child as an outsider in the new family

International Cooperation; School Community Relationship; *Student Evaluation; *Teacher Education
IDENTIFIERS- *British Commonwealth; *Educational Issues

In October and November of 1990, Ministers of Education from Commonwealth nations attended a conference in Barbados. The theme of the conference was improving the quality of basic education. Before the conference, the Commonwealth Secretariat prepared an issues paper that served as a background document for the conference. The issues paper comprises the first part of this publication. Issues discussed include: (1) quality in education; (2) the problem of defining and measuring quality in basic education; (3) educational policies relating to teacher training, curriculum, student assessment, and the organization of educational systems; and (4) school improvement. After the conference, papers submitted by 48 of the participating countries were summarized in an overview document. This document, which comprises the second part of this publication, discusses national experiences in improving educational quality, and international cooperative efforts. The national experiences concern: (1) the structure and organization of educational systems; (2) curriculum, learning materials, and assessment; (3) pre-service teacher education, in- service teacher training and teacher support; (4) efficiency and decentralization of management, and the process of improving administrative supervision; (5) the role of education in communities; and (6) issues of finances and resources. (BC)

ED 339 518 PS 020 132

Slavin, Robert E.
Student Team Learning: A Practical Guide to Cooperative Learning. Third Edition.
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Elementary Secondary Education; Mainstreaming; *Peer Groups; *Self Esteem; Social Integration; *Teaching Methods; *Teamwork
IDENTIFIERS- Cooperative Integrated Reading and Composition; Jigsaw II; *Student Team Learning; Student Teams Achievement Divisions; Team Accelerated Instruction; Teams Games Tournament

This guide describes five types of student team cooperative learning activities: (1) Student Teams-Achievement Divisions; (2) Teams-Games-Tournament; (3) Jigsaw; (4) Team Accelerated Instruction; and (5) Cooperative Integrated Reading and Composition. In Part 1, each technique is described in detail. A review of research finds positive outcomes in the areas of student achievement, integration, mainstreaming, and self-esteem. A practical guide for teachers covers ways to choose a method, assign students to teams, and prepare materials. The recognition of team accomplishments and individual achievement is discussed. Also provided in Part 1 are samples of materials, such as team summary sheets, game score sheets, tournament table assignment sheets, and final team products. Appended to Part 1 are related materials for the teacher's use. Part 2 includes views and research in the area of student team and cooperative learning. The issue of whether cooperative learning will be used in the future is discussed. Other issues were used with about 100 subjects in each country. Only the second procedure, a presentation of a story involving a character's dilemma that has moral and social consequences, is reported here. In each culture, there were some individuals who tried to solve the dilemma at each of several stages of understanding of human nature. The three highest stages are discussed. In Stage IIIa, individuals are conceived as autonomous identities. In Stage IIIb, identity is defined as mutual relations between persons. In Stage IV, individuals are conceived as parts of a larger system. Stages IIIb and IV are characterized by dialectical thinking. Western and Indonesian subjects exhibited differences in the way they understood these stages. Results indicated a higher proportion of individuals from Germany and the United States approached the dilemma with a Stage IV understanding than individuals from Indonesia. Indonesians showed a lower frequency of the use of dialectical thought than subjects from Germany or the United States. Eight references are cited. (BC)

ED 339 537 PS 020 161

Ashkenazi, Michael
Reflections on Working with Ethiopian Families in Israel. Bernard van Leer Foundation Studies and Evaluation Papers No. 3.
PUB DATE- Oct 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Community Change; Community Development; Cultural Differences; *Developmental Programs; Foreign Countries; *Immigrants; *Jews; Program Implementation; *Social Integration
IDENTIFIERS- Bernard van Leer Foundation (Netherlands); Community and Education Project for Beta Israel; *Ethiopians; Immigration Impact; *Israel

By 1985, almost 2,500 Ethiopian Jews, who call themselves Beta Israel, had settled in Israel, with more than 1,600 in permanent housing in 2 major areas. This mass immigration caused strains on Israeli society and on the immigrants. The Bernard van Leer Foundation funded the Community and Education Project for Beta Israel to assist in the absorption of Ethiopian Jews into Israeli society. Programs sponsored by the project included supervised children's play groups, morning and afternoon child care services, a homework assistance program, a home visiting program, and various adult education classes. The project received support from municipal social service agencies, but its relations with the Ethiopian community were hampered by internal differences in the community. Factors that affected the project included the absence of communal institutions in the Ethiopian community, and various community demands. As the project evolved, it developed an increased knowledge of the community served, professionalization of staff, and routinization of activities. Community changes that occurred during the course of the project included an increased autonomy of the immigrant community and its members, improved child nutrition, and greater independence for women. A review of the project considers funding issues and the moral dilemma that arises when a developmental agent becomes involves with another culture. A bibliography of 31 items is provided. (BC)

ED 339 538 PS 020 162

trends in the form, mission, programs, funding, and accountability of ESAs. In plotting the direction of the ESA movement, this report makes several major assumptions about current educational trends: (1) an acceleration of rural school problems; (2) continued stress in Metropolitan Area Districts; (3) new pressures for educational reform; (4) new pressures on state education agencies for expanded services and accountability; (5) greater acceptance of public choice theory; and (6) a new wave of interest in interorganizational collaboration. Based on these assumptions, seven broad patterns are forecast for the next decade: (1) more state adoptions of ESA networks; (2) structural changes related to governance, number of units in a state system, inclusion of all districts in service units, and elimination of multiple networks within states; (3) expansion of the primary mission of ESAs; (4) expansion of programming and services to meet new education priorities of the 1990s; (5) increased state funding; (6) more rigorous accountability and checks and balances; and (7) new commitment to organizational development. This report contains 44 references and 11 tables and figures. (SV)

ED 339 556 RC 018 146

Sakofs, Mitchell; Schuurman, Donna
Assessing the Impact of the Wilderness Alternative for Youth Program: An Outward Bound Program for Adjudicated Youth.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Adventure Education; Behavior Change; Delinquency; *Delinquent Rehabilitation; Program Effectiveness; Program Evaluation; *Psychological Evaluation; Psychological Patterns
IDENTIFIERS- Community Service; *Outward Bound; *Wilderness Education Programs

Wilderness Alternative for Youth (WAY), conducted by the Pacific Crest Outward Bound School, is a treatment program for adjudicated youth that integrates wilderness or adventure therapy with a community-based component. Participants were 115 boys and girls, aged 13-18, recommended by court counselors and screened for appropriateness by Outward Bound representatives. Subjects were randomly assigned to experimental and control groups. The experimental group participated in a 3-week program involving adventure activities and community service activities. The control group did not participate in these activities. Both groups completed a battery of psychometric tests four times: pre-course, post-course, and 3-month and 1-year follow-ups. Parents, teachers, and court counselors completed behavioral data forms at follow-ups. Repeated measures technique was used to analyze the data. There were no significant differences between groups over time on drug use, alcohol use, discipline problems in school, or criminal allegations pending. However, the experimental group had significantly more positive results than the control group on 10 of 33 psychometric scales and behavioral assessments: locus of control, asocial orientation, manifest aggression, values orientation, immaturity, withdrawal-depression, social anxiety, repression, parent assessment of child's dependency, and counselor assessment of child's peer relations. Participants, parents, and county caseworkers reported very positive opinions of WAY. (SV) must make the most of life. Educators should provide a caring environment, encourage students to take risks, and provide support when risk taking is not always successful. Rural students, like urban and suburban students, face difficulties caused by poverty, drugs, child abuse, teenage pregnancy, violent crimes, and the social welfare system. The classroom teacher must teach the child and not a subject. Before teachers can teach a subject, they must teach students to like themselves, to get along with others, and to know right from wrong. It is also essential for the teacher to teach a child to take appropriate chances. Too many students limit their possibilities by being afraid to take a risk. Students must be taught to believe in themselves. Teachers must be concerned about the students who are less capable of success, regardless of the reasons for that reduced capacity. The environment and small size of the rural school provides advantages for the teacher and student to overcome the elements which lead to a diminished educational capacity. (KS)

ED 339 574 RC 018 415

Jones, Angela Thomas
Mask Making: The Use of Expressive Arts with Leadership Development.
PUB DATE- Nov 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art Activities; Creative Art; Educational Innovation; *Experiential Learning; Group Dynamics; *Interpersonal Competence; *Leadership Training; *Outdoor Education; *Risk; Young Adults
IDENTIFIERS- *Masks; *Outward Bound

The process of making one's own mask and having one's mask made was offered as an experiential exercise for a group of Outward Bound students training to be Outward Bound instructors. The integration of expressive arts with outdoor experiential education was an attempt to encourage balance between the technical and interpersonal skill development of leadership among experiential educators. The instructor supervised 10 students, aged 19-28, during the Outward Bound Instructor Development Practicum. The mask-making process requires two people; one to make the mask and the other to provide his or her face as the mold for the mask. The process sets the stage for a dynamic experience that invites an intimate exchange between two people. Issues that arise from the experience are related to intimacy, trust, faith, and compassion. The person having the mask made may have up to 45 minutes under the mask. The time under the mask while waiting for it to dry is an opportunity for a reflection experience, which is an important part of experiential learning. Prior to the mask making, students discussed perceived risk and real danger associated with the activity, and developed standards in an effort to support an emotionally and physically safe environment. Students shared their experiences after the process. Everyone agreed that the mask making was anxiety provoking because of feelings of vulnerability and being out of control. This activity must be chosen carefully, considering the level of preparedness of the group. (KS)

ED 339 575 RC 018 416

unit from the Silver Burdett textbook was administered in both classes. The experimental group teacher used mathematics manipulatives to teach the concepts presented in the unit, and the control group teacher used only drawings and diagrams to teach concepts. Analysis of covariance revealed that the experimental group using mathematics manipulatives scored significantly higher in mathematics achievement on the posttest scores than the control group. Further study is recommended to see if this finding is generalizable beyond the two classes studied or the subject of geometry. The pretest and the posttest are attached. (MDH)

ED 339 592 SE 052 325

Miller, Kenton; Tangley, Laura
Trees of Life: Saving Tropical Forests and Their Biological Wealth.
SPONS. AGENCY- Florence and John Schumann Foundation, Montclair, NJ.
PUB DATE- 91
NOTE- 234p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biological Influences; *Conservation Education; *Economic Factors; Environmental Education; *Government Role; Overpopulation; *Political Issues; Population Growth; Poverty; Resource Materials; *Social Influences; Trees
IDENTIFIERS- *Deforestation; Environmental Action; Environmental Impact; Environmental Issues; Extinction (Species); Tropical Rain Forests

Staggering statistics and dramatic headlines about the destruction of rain forests, the world's richest ecosystems, are only a small part of the devastating story of global deforestation. This volume provides comprehensive coverage of this complex scientific and political catastrophe-in-the-making and examines the costs and the consequences, in human, economic, and ecological terms. Also, a survey of both contemporary and historical assaults on the world's forests, along with their impact on the dependency of native peoples and cultures, is chronicled. Specifically, within developing nations, the relationships among poverty, population growth, and short-sighted government policies are calculated to be fundamental elements in the acceleration of tropical deforestation. With a special section on North America's old-growth forests, a glossary of special terms, an account of both the importance and relevance of arboreal genetic diversity, an extended list of suggested readings, and appendices listing international and federal organizations which offer educational materials for both individual and classroom use, this book offers important practical resources, and makes clear the social, economic, and biological costs of continued global deforestation. (JJK)

ED 339 593 SE 052 350

Remillard, Janine
Is There an Alternative? An Analysis of Commonly Used and Distinctive Elementary Mathematics Curricula. Elementary Subjects Center, Series No. 31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91

viewers' reactions to SQ1TV are described. Significant differences between the two groups indicated viewers showed greater improvement than nonviewers in their use of problem-solving actions and heuristics, in the solutions they reached, and in a number of aspects of attitude. The SQ1TV interview demonstrated that children perceived the series as both fun and about mathematics, and that they were actively doing mathematics as a result of watching the series. (MDH)

ED 339 609   SE 052 599

Schauble, Leona; Peel, Tina
The "Mathnet" Format on "SQUARE ONE": Children's Informal Problem Solving, Understanding of Mathematical Concepts, and Ideas and Attitudes about Mathematics.
PUB DATE- 87
NOTE- 289p.; Paper presented at the Biennial Meeting of the Society for Research In Child Development (Seattle, WA, April 18-20, 1991). For a set of five volumes of research on this topic, see SE 052 595-598. For more related research, see SE 052 600-604.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Childrens Television; Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Applications; *Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Problem Solving; *Student Attitudes; *Television Curriculum; Thinking Skills
IDENTIFIERS- *Square One TV

Problem solving is a main topic in mathematics education, and considerable headway has been made in identifying the processes involved in solving well-formed problems like algebra word problems, mathematical algorithms, and logical puzzles like the Tower of Hanoi. The "Mathnet" format of the SQUARE ONE TV program, however, requires viewers to reason deductively from a set of premises to a conclusion involving problems that people might grapple with every day, using critical thinking and informal reasoning. A study examined the effects of exposure to three "Mathnet" segments on the informal reasoning, the understanding of mathematical concepts, and ideas and attitudes of third, fourth, fifth, and sixth-grade students. Eighty-six public school children composing four intact classes of the four grade levels viewed the segments during a 3-week period. Data was collected each day from a sample of 3-5 children responding to written items in "Mathnet Logbooks" and participating in group discussions. Results indicate that: (1) "Mathnet" motivated children to engage in problem solving; (2) children in the study displayed more sophisticated kinds of reasoning, readily generating alternative hypotheses resolving discrepancies between the evidence and their theories; (3) children identified instances of mathematics applications in the segments and related calculations performed, but showed incomplete understanding of identified concepts; (4) children appreciated calculator and computer efficiency, but sometimes considered their use as "cheating"; and (5) children could identify activities which required mathematics, but frequently limited such activities to those using numbers. (MDH)

ED 339 610   SE 052 600

the background to and proceedings of the Fourth Conference of Ministers of Education of Member States of the Europe Region which met in Paris in September, 1988. Two annexes follow the paper: Annex I is taken from the Conference Final Report and Annex II from one of its reference documents, "Development of Education in Europe: A Statistical Review." (DB)

ED 339 628　　　　SO 021 365

Makedon, Alexander
Playful Gaming.
PUB DATE- 15 Nov 80
NOTE- 19p.; Paper presented at the Annual Conference of the Midwest Philosophy of Education Society (Ames, IA, November 14-15, 1980).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Games; Educational Philosophy; *Educational Theories; *Games; *Philosophy; *Play; Social Theories
IDENTIFIERS- Dewey (John); Marcuse (Herbert); Plato of Athens; Sartre (Jean Paul)

A philosophical analysis of play and games is undertaken in this paper. Playful gaming, which is shown to be a synthesis of play and games, is utilized as a category for undertaking the examination of play and games. The significance of playful gaming to education is demonstrated through analyses of Plato's, Dewey's, Sartre's, and Marcuse's theories of play. An analysis of the learning of norms and values in political and educational socialization games also is made. (DB)

ED 339 629　　　　SO 021 366

Lynn, Karen
The Africa Collection: An Annotated Historical Resource Bibliography for the Student of Africa.
PUB DATE- Jan 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *African Studies; Annotated Bibliographies; Area Studies; Educational Resources; Foreign Countries; Foreign Culture; *Instructional Materials; Multicultural Education; Reference Materials; Research Tools; *Resource Materials; Secondary Education; Social Studies
IDENTIFIERS- *Africa

This annotated bibliographic collection of resources on Africa including non-fiction, fiction, texts, poetry, draft papers, addresses, periodicals, film, records, and travel agencies is designed to aid secondary students and their teachers interested in research on Africa. An instructional approach is taken, drawing upon examples to demonstrate the wide range of sources from which one may select topics. The included resources are compiled in a listing of 128 topics. Page numbers of chapters, indexes, subjects, addresses, and telephone numbers, if available, are included. The main body of this bibliography lists a geographical area or general subject, identified by a number. Dates of publication, authors, titles of work, places of publication, periodical titles, volumes, numbers, annotations, and quotations complete the entries.

and concepts, biographical notes, a list of important dates, and an index of Supreme Court cases. (DB)

ED 339 646 SO 021 476

Social Studies in Early Childhood: Findings and Recommendations. OCSS PK-3 Task Force Report.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Demography; *Early Childhood Education; Educational Objectives; Grade 1; Grade 2; Grade 3; Interviews; Kindergarten; *Social Studies; Sociocultural Patterns; State Programs; *State Surveys; Surveys; Teacher Attitudes; Teaching Methods; Young Children
IDENTIFIERS- *Oregon; Oregon Council for the Social Studies

A task force was appointed by the Oregon Council for the Social Studies (OCSS) to study preschool/kindergarten through grade 3 social studies in Oregon and to make recommendations as to what OCSS could do to help improve social studies education. This report contains the findings and recommendations of the task force. A background statement based on a review of contemporary and historical developments in early childhood social studies education is presented. A section on demographic trends points out implications for social education. The findings from a survey of approximately 200 teachers and teachers-in-training and the results of data collected from 24 hour-long interviews with individual teachers are reviewed and a summary of the analyses is presented. The task force offered four recommendations based on its findings. First, undertake efforts to clarify the purpose and parameters of the social studies, such as: (1) finding reasons for teaching it; and (2) defining its boundaries. Second, design ways to propagate experiential teaching materials and strategies. In particular, join forces with a latent curriculum integration movement among teachers and weave into this hands-on instructional strategies. Third, lobby for specific conent changes to include the multicultural, the global, the heroic, as well as countervailing uninformed consumerism. Fourth, attend to: support systems; public awareness and teacher involvement; teacher preparation; and textbook adoption. Copies of the task force's survey form and interview schedule are included in separate appendices. (DB)

ED 339 647 SO 021 514

Chilcott, John H.
The Interpretation of the Tribal and Modern World: An Example of a World Paradigm.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Anthropology; Communications; Economics; Educational History; Foreign Countries; Foreign Culture; Global Approach; Higher Education; Intellectual Disciplines; Models; Politics; Secondary Education; Social Sciences; *Social Theories; *Tribes

For most of its history, the science of anthropology has focused upon the influence of the city, state, and/or western civilization on tribal and peasant communities. Within the past better respond to challenges in international education for the 1990s. Roughly divided into five parts, the conference minutes outlined: (1) the progress made on resolutions adopted at the conference held one year earlier; (2) The different forms of international cooperation as adopted by the various states across the United States and their implementation in the classroom; (3) the role and function of professional organizations in the information disseminating process, including the possibility of increased cooperation between professional organizations; (4) the role and function of the ERIC Clearinghouse for the Social Studies at Indiana University and the Japan Clearinghouse as possible models for a clearinghouse concerning Germany; and (5) proposals for future actions, including the planning of conferences on cultural literacy and eurocentrism and a conference on the interface between foreign language instruction and social studies. A list of participants and a conference schedule are included. (DB)

ED 339 671 SO 021 795

Cheek, Dennis W., Ed.
Broadening Participation in Science, Technology and Medicine: Proceedings of the Annual Technological Literacy Conference (6th, Washington, D.C., February 1-3, 1991).
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Epsilon Pi Tau, Inc., Bowling Green, OH.; Pharmaceutical Manufacturers Association, Washington, D.C.
PUB DATE- 91
NOTE- 453p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *College Science; *Educational Opportunities; Educational Technology; *Elementary School Science; Elementary Secondary Education; Environment; Equal Opportunities (Jobs); Ethics; Females; Health; Higher Education; International Education; Medicine; Minority Groups; Moral Values; *Science and Society; Science Curriculum; Science Education; Scientific Literacy; *Secondary School Science; Social Problems; Technological Literacy

This document contains the text of 50 papers presented at a national conference that focused on the relationships among science, technology, and society (STS). Most of the papers presented featured one of five major thematic areas around which the National Association for Science, Technology and Society is organized: education and information; environment; health and biomedicine; moral, ethical, and philosophical perspectives; and technology, industry, and work. Several papers focused on the special theme of the conference: "Broadening Participation in Science, Technology and Medicine" (the STS community needs to encourage further participation by and seek out perspectives on women, minorities, and the international community in STS studies). The papers are divided into three main sections: broadening participation, the nature of STS and STS interactions, and education from kindergarten through post-secondary and beyond. A complete conference program also is included. (DB)

ED 339 672 SO 022 011

Johnson, Jeffrey R.
Teaching about the Two Koreas. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

ED 339 691 SP 033 469

Sweeney, Janet D.; And Others
Testing a Career Path Model for Teachers.
PUB DATE- Apr 91
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Career Ladders; College School Cooperation; Elementary Secondary Education; Higher Education; *Job Satisfaction; Labor Turnover; Longitudinal Studies; Predictive Validity; *Predictor Variables; Preservice Teacher Education; Student Teaching; *Teaching (Occupation); *Teaching Experience.
IDENTIFIERS- Career Paths; *Model Development

This longitudinal study was conducted to develop and test the Career Path Model. This model was designed to help provide educators and policymakers with a sound basis for making decisions which enhance the retention of quality teachers and recognize the importance of job satisfaction in the extremely critical early years in the profession. Teacher education graduates of Iowa State University (N=411) participated in the study by completing a survey instrument at two points, graduation and 1 year later; 369 of these teachers were measured at an additional point, 5 years following graduation. Results suggest that employment plans at graduation were the strongest predictor of 5-year career paths; those who planned to teach at graduation were more likely to report that they were teaching 5 years later. The results of the study have key implications for teacher preparation and placement of program graduates: (1) it is likely that improving student teaching experience may enhance teacher retention; (2) assistance with placement of new teachers is necessary to help them match career expectations with the right career; and (3) university-based programs for beginning teachers may also provide support and encouragement during the early crucial years. (LL)

ED 339 692 SP 033 472

Olszewski, William; And Others
Attention to Climate: A Case Study of Two Decades of Personalized and Field-Based Teacher Preparation.
PUB DATE- Oct 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Elementary Education; *Field Experience Programs; Higher Education; Humanistic Education; Methods Courses; Nontraditional Education; *Practicums; *Preservice Teacher Education; Program Design; *Program Effectiveness; Seminars; *Supervisory Methods; Trust (Psychology)
IDENTIFIERS- *Early Field Experience; Mankato State University MN

This article describes a teacher education program, "Studies in Educational Alternatives" (S.E.A.), at Mankato State University (Minnesota). The program is committed to personalization and

89, over 1,000 teachers and 300,000 students participated in the MDTP. Analysis of the content validity of the MDTP tests is reported briefly for each of the three areas. The focus is on the validation process. There are 79 references. Appendix A contains 13 tables of study data. Appendices B through E list the curriculum specifications of the organizations studied, and Appendix F contains the content specifications of the CAP. (SLD)

ED 339 710 TM 017 489

House, Ernest R.; Lawrence, Nancy
Report on Content Definition Process in Social Studies Testing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Analysis; High Schools; History; Interviews; *National Programs; *Social Studies; *Standardized Tests; Surveys; Test Construction; *Test Content; Testing Programs; Test Validity
IDENTIFIERS- *Content Designators; National Assessment of Educational Progress; Subject Content Knowledge; *Test Developers

This content assessment project is designed to determine what social studies content should be tested on national standardized tests and how that content should be defined. Sixteen historians, political scientists, and social studies educators were interviewed to identify key concepts. In a second phase, the cultural literacy rationale for content was examined. This report focuses on the third phase, which addressed the actual content definition process. A fourth phase will make content recommendations. To investigate the process, test developers were interviewed. Altogether, 10 people involved in test construction for the National Assessment of Educational Progress (NAEP), history and social studies tests, and a state assessment were interviewed. Overall, a relatively small number of people define actual content; many of the same people, not necessarily subject matter specialists, work on several tests. The NAEP uses a small committee, with checks from various reviewers. The commercial test developer relies heavily on widely used tests, and the state process relies on the input of many people. For the most part, these processes do not produce the same content. Consideration is given by the test developers to issues of regionality, ethnicity, gender, and race; it would seem that the same consideration should be given by subject matter specialists to test content. There are seven references. Three appendices discuss the interview process and the content domains of the tests. (SLD)

ED 339 711 TM 017 506

Texas Assessment of Academic Skills and TEAMS Exit Level. Student Performance Results, October 1990. Volume 1. Statewide and Regional Results.
PUB DATE- May 91
NOTE- 294p.; For volume 2, see TM 017 507.
LANGUAGE- English

Revolution in Testing" (H. Wainer); (3) "Comparison of the Adaptive Test with Conventional Tests" (from the "Coordinator's Notebook for the Computerized Placement Tests"); (4) "An Overview of the College Board Computerized Placement Tests (CPTs)" (from the "Coordinator's Notebook..."); (5) "Summary of the Pilot Testing Results: 1984-1985" (W. C. Ward and others); and (6) "Test-Retest Results" (from the "Coordinator's Notebook..."). The "Implementing the CPTs" section contains the following papers: (7) "Computer Adaptive Assessment Testing at Central Piedmont Community College" (N. A. Webb and others); (8) "Uses of Computerized Adaptive Testing at Santa Fe Community College" (G. T. Delaino and others); (9) "The Computerized Adaptive Testing Program at Miami-Dade Community College-South Campus" (R. B. Schinoff and L. Steed); (10) "A Summary of Insights from Experience: Guidelines for Implementing Computerized Adaptive Testing for Assessment" (League for Innovation in the Community College); and (11) "Assessment's Next Wave: The Computerized Placement Tests" (P. Smittle). The third section, "Validating CPTs Results", contains the following papers: (12) "Statistical Analysis of the Class of 1994 at the USMMA" (C. Weber); (13) "Aims Community College Computerized Placement Tests Pilot Study, Summary Report" (D. Nold and M. Kuechenmeister); (14) "Validating CPT Reading Comprehension Test Standards: Employing Relevant College-Level Performance Criteria" (A. R. Napoli), and (15) "Correlations between CPTs Scores and Courses Grades" (M. Pomplun). A CPTs user list, as of October 1991, is included. (SLD)

ED 339 729   TM 017 633

Tamaoka, Katsuo
Historical Development of Learning Style Inventories from Dichotomous Cognitive Concepts of Field Dependence and Field Independence to Multi-Dimensional Assessment.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Style; *Cognitive Tests; Concept Formation; Educational Assessment; *Educational History; Field Dependence Independence; Foreign Countries; Individual Differences; *Learning Theories; *Test Construction; Visual Perception
IDENTIFIERS- Canfield Learning Styles Inventory; *Multidimensional Approach

The historical development of learning style inventories is examined from the dichotomous concepts of cognitive styles to multidimensional assessment. Based on a series of experiments on vertical perception, H. A. Witkin formed the concepts of field-dependent and field-independent cognitive styles. Using the term "learning styles" instead of cognitive styles, D. A. Kolb developed a more applicable theoretical model of a four-stage learning process. Although Kolb's model successfully provided group characteristics in learning styles based on students' subject majors, his inventory remained as an overall indication of learning styles. To provide more specific data, A. A. Canfield designed multidimensional inventories to assess both students' learning styles and teachers' instructional styles. Since Canfield's model included various aspects of human learning, his inventory provided further individualized information that can be used for instructional counseling. Some variations influencing learning styles are still excluded from

DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Administrators; Higher Education; *Institutional Environment; *Middle Management; Research Universities; Role Perception
IDENTIFIERS- *ASHE Annual Meeting; Symbolic Interactionism

This study explored the experience of collegiate mid-level managers in the higher education organization through an examination of the construction of roles and the congruity of the constructed role to the environment. Using a qualitative, case study method and symbolic interactionism for a theoretical framework, the study examined the organizational world of two collegiate mid-level managers in student affairs at a major eastern research university. Data collection techniques included three interviews, three extended observations, a document review and interviews with subordinate staff. Analysis of the data found: (1) that the institutional climate is in the throes of transition as it grapples with difficult economic times; (2) that Student Affairs is much like those at other universities; (3) that one subject viewed the economic stress as an opportunity to make changes within his department while the other viewed the situation as personally and professionally demoralizing; (4) that the first subject's personality was that of community-builder and entrepreneur; (5) that the second subject's personality was that of protector; (6) that three factors may influence the extent to which role-culture congruity may be achieved: time, space, and 'ghosts' (those who have influenced the behavioral expectation of other actors in the culture). Includes 20 references. (JB)

ED 339 295 HE 025 080

Anderson, Melissa S.; Louis, Karen Seashore
Subscription to Norms and Counternorms of Academic Research: The Effects of Departmental Structure and Climate. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; Codes of Ethics; Engineering Education; Graduate Students; Higher Education; *Research; Sciences; *Social Behavior; *Student Attitudes
IDENTIFIERS- *ASHE Annual Meeting

This study examined the extent to which graduate students in science and engineering fields subscribe to the norms of research behavior which have been the basis of the freedom, self-direction, and self-regulation which characterize academic research. In particular the study focused on the relationship between academic departments' climates and structures, and the extent to which graduate students subscribe to either norms or counternorms of research. The norms have been defined as universalism (separation of scientific knowledge from personal characteristics), communality (sharing of findings and techniques), disinterestedness (separation of research from personal motives) and organized skepticism (critical, public examination of scientific work). Using a random sample of 2,000 graduate students, 500 each from 4 disciplines (microbiology, chemistry, sociology and civil engineering) from 98 graduate departments, surveys were sent to all by mail and a final response rate of 74 percent was achieved. Analysis demonstrated substantial ambivalence among graduate student about the

Population. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *College Choice; College Students; *College Transfer Students; Higher Education; *Public Schools; *Student Characteristics; Student Motivation; Undergraduate Study; Urban Universities
IDENTIFIERS- *ASHE Annual Meeting; *Multiple Transfer Students

This study examined the background characteristics and previous inter-institutional movements of a sample of multiple-transfers enrolled at a large, urban, public university. The study evaluated a random sample of 424 students from a population of 906 undergraduate students who transferred to the university in Fall 1989 and who had previously attended two or more postsecondary institutions. Primary data were obtained through a questionnaire using variables previously found to be related to college choice, student persistence and transfer behavior. Secondary data were provided by the university's official records along with academic and demographic data on first-time freshmen and transfers for comparison. Results of the study suggested that multiple transfer students tend to possess the same demographic, academic and motivational attributes that characterize college persisters. Most chose and also left institutions because of the quality and/or variety of their academic programs. Rather than resulting from poor choice, the behavior of students in the multiple transfer sample appeared to be due in part to students' earlier conscious selection of lower-choice, less selective community colleges and public 4-year institutions. Included are 1 table, 1 figure, and 79 references. (JB)

ED 339 314 HE 025 099

Krotseng, Marsha V.; Freed, Jann E.
Of Strategy and Support: Formal Planning and Effective Fund Raising in Higher Education. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Comparative Analysis; Corporate Support; *Educational Finance; Financial Needs; *Fund Raising; Higher Education; *Planning; Program Effectiveness; *School Support; Universities
IDENTIFIERS- *ASHE Annual Meeting; Incrementalism (Decision Making); *Strategic Planning

Research was conducted to investigate: (1) whether institutions with any formal campus-wide planning process are significantly more effective at fund raising than their counterparts which lack such a process; (2) whether institutions that engage in overall strategic planning are significantly more effective at raising funds than their peers which engage in other planning processes; and (3) whether institutions having both an overall strategic plan and a strategic plan for development/fund teaching and research climates associated with differences in the academic integration and intellectual growth of the undergraduates who major in those academic disciplines? Study findings confirmed the notion that different academic departments would have variable research and teaching climates, and that there were direct relationships between department climate and student academic integration. The results also found that a vigorous research orientation by an academic department, particularly when combined with attention to teaching responsibilities, has a beneficial influence on the academic integration and intellectual growth of undergraduate majors. However, what appeared to affect student learning, development, and satisfaction the most were the vitality of the classroom experience, the student-faculty relationships outside the classroom, and the strength of student friendships. Contains a 46-item bibliography. (GLR)

ED 339 333 HE 025 118

Volkwein, J. Fredericks
Improved Measures of Academic and Social Integration and Their Association with Measures of Student Growth. ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; *College Students; *Departments; Educational Environment; Higher Education; *Individual Development; Learning Experience; *Outcomes of Education; Questionnaires; *Reinforcement; Research; Teacher Student Relationship; *Undergraduate Study; Validity
IDENTIFIERS- *ASHE Annual Meeting

This study examined 10 educational outcomes reported by a representative group of 1990 seniors (N=536) who entered a public research university in fall 1986. The project tested an improved set of items reflecting scales of academic and social integration and of intellectual and personal growth developed earlier by Pascarella and Terenzini. The study involved four phases. The first examined, via surveys, students' pre-college attitudes and values, and their estimates of their own growth for the entire 4 years. The second developed and tested the new and revised measures of pre-college values and attitudes, of academic and social integration, and of student growth. The third administered a new survey instrument to all 1990 seniors and analyzed the responses. The final stage compared the regression results for the 1990 seniors using the new measures with the regression results for the 1986 results using the previous measures. Findings revealed that the new measures of student pre-college characteristics and college experiences explained between 1% and 23% more variance in growth and outcomes than the old measures. The results suggest that educational outcomes are most heavily influenced by the classroom experience, by student peer linkages and involvement, and by the student's own interests and intellectual investment in learning. Contains 14 references. (Author/GLR)

ED 339 334 HE 025 119

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; *Computer Networks; *Databases; Decision Making; Global Approach; Higher Education; *Information Management; Information Networks; *Information Retrieval; Information Systems; *Online Systems; Policy Formation; Research and Development; Scientific and Technical Information
IDENTIFIERS- Information Policy

An explosion of information has created a crisis for today's information age. How to use the best information resources, tools, and technology must be determined. To do this, leadership must exist at the interagency level to promote a coherent information policy. It is also important to find ways to educate users of information regarding the tools available to them. Advances in technology have resulted in efforts to shift from disciplinary and mission-oriented systems to decision support systems and personalized information systems. One such effort is being made by the Interagency Working Group on Data Management for Global Change (IAWGDMGC). Five federal agencies--the Department of Commerce (DOC), Department of Energy (DOE), National Aeronautics and Space Administration (NASA), National Library of Medicine (NLM), and Department of Defense (DOD)--have an on-going cooperative information management group, CENDI (Commerce, Energy, NASA, NLM, and Defense Information), which is meeting the challenge of coordinating and integrating their information management systems. Although it is beginning to be technically feasible to have a system with text, bibliographic, and numeric data online for the user to manipulate at the user's own workstation, it will require national recognition that the resource investment in such a system is worthwhile to promote its full development. It also requires close cooperation between the producers and users of the information--that is, the research and policy community, and the information community. National resources need to be mobilized in a coordinated manner to move the nation into the next generation of information support systems. (9 references) (Author/DB)

ED 339 352 IR 015 298

Utah's School Library Media Programs: Empowering Students To Function Effectively in an Information World.
PUB DATE- 91
NOTE- 53p.; A report by the Library Media Master Plan Steering Committee. Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Educational Objectives; Elementary Secondary Education; Financial Support; *Learning Resources Centers; *Library Collections; *Library Instruction; Library Materials; *Library Services; Library Standards; *Media Specialists; School Libraries; State Departments of Education; Statewide Planning
IDENTIFIERS- *Utah

Arguing that the potential for helping to prepare Utah's children for the 21st Century lies in the school library media center and its program, this report begins by discussing what a school library media program is; how such a program prepares students for the future; and the necessary components of an effective library media program. Noting that an effective program provides instruction in library media skills, information access, and consultation services, the report briefly discusses the operation and future direction of academic computing on their campuses. The report provides a narrative summary of the survey results, including the ratio of students to computers overall (46 students per machine) and also the ratios in the different types of schools; technology as an instructional resource; computing policies in the curriculum; resale activities; codes of conduct; hardware and operating systems; networking; and maintaining the infrastructure. Survey data are then presented in tabular format. Three appendices provide a description of the survey methodology; a copy of the 56-item survey instrument; and a list of participating institutions. (DB)

ED 339 369 IR 053 820

Kaufman, David, Ed.
Interlibrary Loan Training Manual.
PUB DATE- Nov 91
NOTE- 62p.; This manual was prepared by the Pennsylvania Interlibrary Loan Advisory Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Instructional Materials; *Interlibrary Loans; Library Cooperation; Library Materials; *Library Networks; Public Libraries; Records (Forms); Records Management; Shared Library Resources; State Programs
IDENTIFIERS- *Pennsylvania

This manual is designed to provide information to interlibrary loan (ILL) practitioners about the philosophy behind interlibrary loan, as well as a functional knowledge of its routines. The first part of the manual presents general and background material about interlibrary loans. Included in this section are a glossary of library terms, the responsibilities of borrowing and lending libraries, information about ILL copyright, costs associated with ILL, and ILL codes, i.e., a set of rules which govern the borrowing and lending activities of interlibrary loan. The second section describes the basic steps necessary to secure a typical loan, including the ILL interview, and presents examples of appropriate forms and descriptions for record keeping and ILL etiquette. Also included in this section are a list of suppliers of library materials and a discussion of ILL administration. Appendixes present information about the Access Pennsylvania Database and provide a sample Access Pennsylvania borrowing form, an in-house request form, an American Library Association (ALA) ILL request form, and a sample filled request. A selected bibliography concludes the manual. (MAB)

ED 339 370 IR 053 821

Fowler, Rena; And Others
Assessment of Library Skills and Traits of Entering and Lower Level English Students, Northern Michigan University, Olson Library.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

ED 339 387 IR 053 841

Texas Library System: System Orientation Manual. Updated.
PUB DATE- Aug 91
NOTE- 91p.; For the 1988 manual, see ED 307 903.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Documentation; Financial Support; *Governance; Guidelines; *Library Administration; *Library Networks; Library Personnel; *Library Services; Library Standards; Long Range Planning; *Public Libraries; State Legislation; State Libraries
IDENTIFIERS- Texas

The materials in this manual are intended to provide the introductory information needed by new system advisory council members and staff of the Texas State Library on the history, role, governance, funding, services, and administration of library systems. Included in this handbook are discussions of: (1) The Role of Systems in Public Library Development in Texas (the formative years of library systems in Texas, a chronology of Texas Library systems from 1962 to date, and key concepts of public library development and systems); (2) The Governance of Systems (system governance at the regional level and the role of the State Library and Archives Commission in system governance); (3) System Funding and System Services; (4) The Administration of Systems (financial and performance management, planning for system services, other operational areas, and calendar of contract and reporting dates); and (5) Essential Documents for System Management (state and system working documents). A description of the roles and responsibilities of advisory council members, written by Alice Ihrig, is appended. (MAB)

ED 339 388 IR 053 844

Molyneux, Robert, Comp.
ACRL/Historically Black Colleges & Universities Library Statistics. 1988-89.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Jun 91
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Black Institutions; Higher Education; Library Automation; Library Circulation; Library Collections; Library Expenditures; Library Materials; Library Personnel; *Library Statistics; Library Surveys; Microforms

This compilation of statistics from 68 historically black college and university (HBCU) libraries presents individual, total, and ranked order summaries of library statistical information for: (1) the numbers of volumes in the libraries; (2) volumes added gross; (3) total current serials; (4) microform holdings; (5) materials expenditures; (6) salary and wage expenditures; (7) other operating expenditures; (8) total expenditures; (9) monographs purchased in volumes; (10) expenditures for monographs; (11) serials purchases (titles); (12) expenditures for serials; (13) total items loaned; (14) total items borrowed; (15) full-time employed (FTE) professional staff; (16) FTE nonprofessional staff; and (17) total FTE staff. In

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Development; Cooperative Programs; *Economic Development; Job Skills; *Job Training; Program Descriptions; Program Development; Retraining; *School Business Relationship; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Lake Michigan College MI

In an era with corporate layoffs, budget freezes, and plant closings, Lake Michigan College (LMC) is providing job training services in the economic revitalization of Southwest Michigan. The college's Corporate and Community Development Division, in cooperation with the Berrien County Economic Development Commission and the Cornerstone Alliance, is seeking to retain, expand, and attract business and industry for Southwest Michigan's economic revitalization. LMC is currently involved in several productive business and industry partnerships focusing on the basic skills employers want (e.g., knowing how to learn; reading, writing, and computation competence; listening and speaking skills; creative thinking and problem solving; and organizational leadership). Among services provided through these partnerships are: (1) testing and providing basic skills training in the workplace for Gast Manufacturing Corporation; (2) the revitalization of Employee Involvement Teams at Bendix Automotive Systems; (3) a Total Quality Management program for Dunlop Automotive Composites; and (4) a training and retraining program focusing on transition training for computer and artificial intelligence training applications and strategic long-term training at Whirlpool Consumer Assistance Center. To be most successful, training programs to deliver workplace skills should begin with a detailed action plan; use a systematic approach to training design, development, and delivery; and integrate job functions with job training using an applied learning approach. A chart listing steps for success, and a checklist for community and economic development are included. (AYC)

ED 339 408 JC 910 546

Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
PUB DATE- 89
NOTE- 301p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *Independent Bargaining Agents; Kansas; National Education Association; *NEA Contracts

Collective bargaining agreements between the boards of trustees and faculty associations of eight selected community colleges in Kansas are presented, representing contracts in effect between 1989 and 1993. Contracts for the following colleges are provided: (1) Butler County Community College in El Dorado (1990-91); (2) Cowley County Community College in Arkansas City accept future allocated work roles. In all three countries, administrators saw their task as providing an educational climate in which students could develop as people and citizens and acquire specific work skills, but administrators seemed insufficiently aware of the role conflicts which faculty faced. The main difference in the responses of chief executive officers was a greater vocational emphasis among U.K. and Canadian respondents. However, in all three countries, the general education component of vocational training was under attack except where it specifically appeared to contribute to the socialization of future employees. (38 endnotes) (JMC)

ED 339 426 JC 910 565

Gerstle, Marian May; Hale, Earl
Washington Community and Technical Colleges Academic Year Report, 1990-91.
PUB DATE- Oct 91
NOTE- 79p.; Prepared by the Enrollment Planning and Information Services Division.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Facilities; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Full Time Equivalency; *School Personnel; State Aid; State Boards of Education; State Surveys; Student Characteristics; Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

Designed to answer those questions most frequently asked about the Washington Community Colleges by members of the legislature, state and external agencies, citizens, college administrators, faculty and students, this report presents data on enrollments, personnel, facilities, and finances for the four academic quarters from summer 1990 through spring 1991. Introductory material provides a history of the system, a student enrollment profile, a course profile, and a comparison of annual full-time equivalencies (FTEs) by funding source by college. Section I provides enrollment data, including annual headcount and FTEs by funding source. Section II examines staff and faculty characteristics, including FTE faculty by employment status and college, and classified employees by employment status, assignment area, and college. Section III reviews facilities and capital funding, providing a facilities inventory summary, and data on campus size. The final section presents financial data, including expenditures by source of funds, cost per state-funded student FTE, and expenditure detail, and federal vocational fund allocations. Highlighted findings include the following: (1) the 27 colleges served an average of 102,885 FTE students each quarter in 1990-91; (2) the student population was 19.6% minority, compared to 13.3% for the state population; (3) nearly one-third of all students were enrolled in contract- or student-funded courses; (4) there were 7,489 state-supported, FTE exempt and classified staff in the colleges in 1990-91; and (5) on September 1, 1991, the five Washington technical colleges merged with the community colleges. Detailed data tables are included. (PAA)

ED 339 427 JC 910 566

Cohen, Arthur M.
International Counterparts of the American Community College.

Adrenalin to a (Yawn) Essay-Writing Class?" by William Butler; (4) "Effective Learning Strategies in a Jazz History Course and Their Possible Application to Other Subject Areas," by Antonio Blasi; (5) "Point of View: Critical Thinking," by Mike Morgan, Anna Solley, Roy Amrein, and Ann Mahoney; (6) "Using the Learning Cycle to Teach Biology Concepts and Basic Skills," by W. Bradley Kincaid; (7) "Setting the Tone: Creating and Maintaining a Supportive Environment with the Adult Learner," by Rene Diaz-Lefebvre; (8) "Local Resources on Critical Thinking: A Selected, Annotated Bibliography," by Jill R. Seymour; (9) "An Accelerated Approach to Accounting Basics," by Bernadine McCollum; (10) "'Why' Affects 'How': Student Motivations and Literacy," by Virginia V. Stahl; (11) "The Electronic Forum: Linking Students to Their Future," by Cyndi Greening; (12) "Writing for Reality: How to Coax Writing Out of the Classroom," by Linda Evans; (13) "Point of View: Teaching Ethics," by Roy C. Amrein, Harvey Turner, and Edd Welsh; and (14) "Increasing the Effectiveness of Part-Time Faculty," by John Lampignano. (PAA)

ED 339 443   JC 920 005

Hirshberg, Diane
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Role; Community Colleges; Cooperative Programs; *Economic Development; Job Training; *Labor Force Development; Retraining; *School Business Relationship; State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- ERIC Digests

The community college's role in economic development has expanded beyond providing traditional vocational education and job training to include activities as diverse as management and technical assistance for new and small businesses, tech prep programs with high schools, cooperative education programs, partnerships with state agencies, and customized and contract job training for industries. In many states, programs have been implemented which utilize community colleges as the primary providers of job training and skill development. Currently, 437 cooperative education programs, combining classroom learning and practical, paid, on-the-job experience, are administered by community colleges in 47 states. In addition, small business development centers, offering education and training programs as well as counseling, information, and referral services, are operating at 114 colleges nationwide. Community colleges are also assuming key roles in statewide economic development plans in Illinois, Ohio, North Carolina, and California. For example, California's Economic Development Network (ED Net) involves the state's community colleges in centers for applied competitive technologies, centers for international trade development, total quality management and quality assurance training, and hazardous materials technician training. ED Net also includes a database and electronic bulletin board to identify training programs around the state and allow colleges instant access to curricula information. Community colleges are playing a vital role in providing the critical training and retraining of the

Developing a Procedure for Assisting Families with Early Childhood Referral Using Strategic, Community-Based Planning.
PUB DATE- 91
NOTE- 177p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Access to Information; *At Risk Persons; Child Advocacy; *Child Health; *Community Services; *Delivery Systems; Early Childhood Education; Family Health; Family Programs; Holistic Approach; Outreach Programs; Program Development; Questionnaires; *Referral; Social Networks; *Social Services; Young Children

The problem of families' limited access to community early childhood services and information was addressed in this practicum. Negative outcomes for young children and their families in a northeastern city were attributed to difficulties in locating and providing services for the developmental needs of children between birth and age 5. The children were at risk for (1) substandard care; (2) abuse, neglect, or heightened family stress; and (3) school failure. The practicum aimed to help families negotiate services through a community-based referral procedure that used a "warm line" format. A key feature of the procedure was the outreach method, which used informal kinship and friendship networks, formal networks, and conventional public service announcements. The pluralistic nature of the community demanded diverse, holistic strategies. Outreach, coordination, and human resource development were other features of the implementation. The results were positive. Difficult-to-reach families responded to the outreach, received information, and shared it in their informal networks. Planning efforts that represented community needs were initiated. Eighty requests were processed through the procedures, and steps toward advocacy were taken through an early childhood services network. Appendices contain advertisements of nanny and child care listings, a survey pertaining to family matters, a referral form and log, a form for a weekly journal, letters, responses to implementation, and other related materials. Contains about 100 references. (Author/LB)

ED 339 462 PS 020 033

Costas, Marlene
Hispanic Parental Involvement.
PUB DATE- Jul 91
NOTE- 122p.; M.S. Practicum, Nova University. Appendixes A-F (material for parents) are written in Spanish.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; Elementary School Students; *Hispanic Americans; Parent Attitudes; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Workshops; Spanish

This report describes a program developed to improve the school involvement of Hispanic parents of children enrolled in an elementary school bilingual program. The parent involvement program included three objectives: (1) more than 50 percent of Hispanic parents would participate in two parent education workshops; (2) Hispanic parents would receive school information in Spanish; and (3) school meetings would provide

(141)
DESCRIPTORS- Child Health; Children; Counseling Services; *Day Care; *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; Foreign Countries; Information Services; Parents; Profiles; Program Costs; *Program Descriptions; Unions
IDENTIFIERS- *Canada; On Site Day Care; Partnerships

This study provides information on work-related child care programs and services in Canada today. In an overview of the subject, Chapter 1 discusses the criteria used to select programs for presentation in the study; defines work-related child care; and examines the increasing number of women in the workplace and the adaptation of the workplace to changing social conditions. Chapters 2 through 11 profile 21 child care programs, including: (1) on-site and off-site programs; (2) programs run by a consortium of companies; (3) information and counseling services; (4) health care and child care partnerships; (5) centers included in new building developments; (6) programs operated by government or crown corporations; (7) programs for special situations; and (8) services in which labor unions play a role. The profiles typically discuss the program's origin, facility, clientele, activities and services, personnel, administrative structure, funding, and future plans. Chapters 12 through 15 cover key issues in work-related child care and the future of child care. Appended materials include a list of 119 cited references; an 11-item annotated bibliography; and a reference list of several hundred items. (BC)

ED 339 481 PS 020 082

Grusec, Joan E.; And Others
The Intergenerational Transmission of Discipline Techniques and Associated Belief Systems.
PUB DATE- Apr 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavior Problems; *Beliefs; Child Abuse; *Child Rearing; *Discipline; Grandparents; *Mother Attitudes; Parent Child Relationship; *Parent Influence; Punishment; Rewards; *Socialization; Young Children
IDENTIFIERS- *Intergenerational Attitude Transference; Praise

Two studies that relate to the intergenerational transmission of child discipline practices and techniques are described. The first study attempted to demonstrate that such transmission actually occurs. A sample of 32 Canadian middle-class mothers of 3- to 5-year-olds, and the mothers of these mothers, were asked to rate the frequency with which they used 5 socialization techniques and to react to a series of vignettes about unacceptable child behavior. There were correlations between mothers' and grandmothers' endorsement of the use of praise, reward, and punishment as techniques of socialization and the sex of the child. There was no striking similarity between mothers and grandmothers in their standards for obedience, honesty, and aggression. The second study attempted to determine whether disciplinary practices and the belief systems that accompany those practices are transmitted together, or whether the beliefs alone are transmitted. The reactions of 24 abused adolescents to stories about a child's misdeed were compared with the reactions of 24 nonabused adolescents. Findings suggested that beliefs about the extent to which children understand that their misdeeds are wrong may system. Exercises and charts for helping foster parents understand foster children's viewpoints are provided. Lecture 3 considers the special problems of nonnormative parenting, or parenting in which the parental authority is shared among biological parents, foster parents, and public or private agencies. The physical, emotional, social, and spiritual elements of psychological parenting, and elements involving family inclusion, are listed. A practice vignette allows participants to respond to a hypothetical foster child's problem. A list of 10 references is provided. A five-page form for evaluating the module is included. (BC)

ED 339 500   PS 020 106

Schatz, Mona Struhsaker; And Others
Enhancing Child Development: The Middle Years. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Oct 91
NOTE- 76p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Problems; *Child Development; Cognitive Development; Course Descriptions; Developmental Tasks; Emotional Development; Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; Hyperactivity; Moral Development; Parent Child Relationship; Parent Education; Parenting Skills; Peer Relationship; Postsecondary Education; *Preadolescents; Questionnaires; Self Esteem; Sexual Abuse; Social Development; Student Problems; Training Objectives
IDENTIFIERS- Child Behavior; Colorado State University

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) child development within the context of family and social development; (2) the stages of cognitive, social, emotional, moral, and physical development; (3) the range of normal development between the ages of 7 to 12 years; (4) parenting tasks relevant to middle childhood; and (5) the special needs of foster care children during the middle years. The module consists of three lectures. Lecture 1 considers several assumptions and theories of child development. Lecture 2 considers the topics of children's physical development, peer relationships, school experiences, moral development, and self-concept. Charts list developmental changes between ages 7 and 12, and developmentally appropriate toys and games. Lecture 3 describes problems of foster children and ways foster parents can help children deal with these problems, which include separation and loss, school difficulties, poor peer relationships, low self-concept, hyperactivity and a poor attention span, sexual abuse, provocative sexual behavior, and adult behavior. Charts list parents' helping behaviors in these areas. An 11-item reference list, a 17-item bibliography, and a 5-page form for evaluating the module, are included. (BC)

ED 339 501   PS 020 107

Schatz, Mona Struhsaker; Sinden, Arleen R.

considered include cooperative learning and the gifted child, tracking, and several cooperative learning models for particular subjects and grade levels. A synthesis of research on cooperative learning is provided. Appended are 97 references and 79 additional resources. (GLR)

ED 339 519 PS 020 133

Akey, John M.; Gilbert, Judith C.
The Essentials Approach: An Integrated Curriculum Model for Rethinking the Curriculum of the Future.
PUB DATE- Feb 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Curriculum Development; *Demonstration Programs; Elementary Secondary Education; *Integrated Curriculum; Models; *Open Education; Position Papers; *Skill Development
IDENTIFIERS- Arizona; Colorado; *Content Area Teaching

After a 1978 meeting, eight professional education organizations drafted a position statement on the essentials of education. The statement affirmed that the interdependence of skills and content is the central concept of the essentials of education, and that subject disciplines are interdependent. The statement also listed specific essentials of education. An integrated model that could be used to put the essentials of education approach into practice was developed. The model consists of five steps: (1) developing a list of activities for a specific content area, such as art or science; (2) mapping the activity onto a grid that matches content areas with skills that include comprehending, symbol making, communicating, expressing oneself, problem solving, and logical reasoning; (3) developing a teaching schedule for each activity; (4) calculating the amount of time spent on each content area and skill; and (5) developing a planning sheet that takes into consideration teaching strategies, evaluation of activities, and resource materials for each activity. In the Colorado and Arizona schools in which the model has been implemented, teachers have noted positive benefits such as high student motivation and increased student cooperation. Appendixes include a copy of the position statement, a solar system unit activities sheet, a list of subject units developed, and short professional biographies of the model's two developers. (BC)

ED 339 520 PS 020 134

Johnson, Joseph F., Jr., Ed.; Wand, Barbara, Ed.
Homeless, Not Hopeless: Ensuring Educational Opportunity for America's Homeless Children and Youth.
PUB DATE- Apr 91
NOTE- 52p.; A position document of the National Association of State Coordinators for the Education of Homeless Children and Youth.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Budgets; *Educational Opportunities; Elementary Secondary Education; Federal Aid; *Homeless People; Position Papers; *State Departments of

Renwick, Margery, Comp.
Parents as Partners: Parents as Educators.
PUB DATE- 91
NOTE- 68p.; Papers presented at the Invitational Seminar of the New Zealand Council for Educational Research (NZCER) (Wellington, New Zealand, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Early Experience; Foreign Countries; Mathematics Instruction; Parent Education; *Parenting Skills; *Parent Participation; *Parent Role; *Parents as Teachers; Parent School Relationship; *Preschool Education
IDENTIFIERS- Maori (Language); Maori (People); *New Zealand; New Zealand Council for Educational Research

An invitational seminar, which was sponsored in March 1991, by the New Zealand Council for Educational Research, focused on research on the role of parents in early childhood education. Papers presented covered: (1) the preprimary project, a study of children's experiences prior to formal schooling (C. Garden); (2) the role of the state versus the role of parents in early childhood education (P. Kennedy); (3) three studies of the role of parents as teachers (S. McNaughton); (4) a government project for parent support and education (J. Gerritsen); (5) the Maori Women's Welfare League and its parenting programs (A. Reriti-Crofts); (6) the Te Kohanga Reo Trust, which aims at fostering the use of the Maori language among Maori young people (I. Twhiwhirangi); (7) general condsiderations on parent education in New Zealand (B. McMillan); and (8) a home-based intervention project to help parents support their children's mathematical development (J. Young-Loveridge). A reference list or bibliography is appended to some of the papers. A letter summarizing the major themes of the seminar is included. (BC)

ED 339 539 PS 020 163

Podmore, Valerie N.
A Collaborative Pilot Study of Children Aged under Two and a Half Years from Two Regional Playcentre Associations in New Zealand.
SPONS. AGENCY- New Zealand Playcentre Federation, Inc., Wellington.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; *Day Care; *Day Care Centers; Educational Equipment; Educational Facilities; Foreign Countries; *Infants; Parent Education; Parents; Play; Preschool Children; Preschool Education; Prosocial Behavior; Questionnaires; *Social Development; *Toddlers
IDENTIFIERS- Adult Child Relationship; *New Zealand

This pilot study investigated methods for meeting the needs of children under 2.5 years of age who attend play centers with older children. Also studied were the effects of the toddlers' presence on the other children, parent helpers, and supervisors. Advisors at each of 27 play centers in New Zealand completed a questionnaire with the help of center supervisors and observed a total of 112 children during play center sessions. The questionnaire addressed provisions made for toddlers in regards to supervision, facilities and safety, physical needs, equipment, interactions with adults, and parent

ED 339 557 RC 018 168

Teaching Combined Grade Classes: Real Problems and Promising Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Classroom Techniques; Educational Policy; *Educational Strategies; Elementary Secondary Education; Institutional Characteristics; Mail Surveys; *Multigraded Classes; Program Evaluation; Small Schools; *Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- Virginia

This study, conducted by a group of teachers, examined various aspects of multigrade classrooms in Virginia through a mail survey of the state's multigrade teachers whose names and addresses were available (87 responded). A 21-item Grade Combination Teacher Experience and Perceptions Survey developed by the study group was used to collect information. Some of the findings were: (1) the "typical" survey respondent was a veteran teacher who had 2 or more years experience teaching grade combination classes; (2) the majority of teachers had taught grade combination classes in consecutive years, and in most cases these classes had been assigned; (3) grade combination classes occurred most frequently in small schools; (4) average grade combination class size ranged from 16 to 25 students; (5) basic skills subjects most frequently required double preparations; (6) most multigrade teachers arranged field trips for their students; (7) the most frequently mentioned instructional methods were integrating the curriculum and peer tutoring; (8) lack of time was the most frequently cited difficulty; (9) advantages were cited in peer tutoring, integrated curricula, small grouping, enriched academic activities, better socialization, and extra resource and support; (10) there was a diversity of opinion about appropriate policies for grade combination teaching; and (11) some recommendations for effective instruction and classroom management were to be positive, prepared, flexible, and consistent. This document contains an extensive bibliography and an annotated list of resources. Appendices include respondents' names, a memo, the survey, and a map showing the distribution of multigrade classes in Virginia. (KS)

ED 339 558 RC 018 173

Fitzmaurice, Mercedes
Spotlight on Rural Schools in New Jersey: A Directory of Effective Programs, Practices, and Resources for Rural Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

Bloomfield, Leonard, Ed.; Nichols, John D., Ed.
The Dog's Children: Anishinaabe Texts Told by Angeline Williams.
SPONS. AGENCY- Canadian Federation for the Humanities, Ottawa (Ontario).
PUB DATE- 91
NOTE- 269p.
LANGUAGE- English; Ojibwa
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Languages; Canada Natives; *Descriptive Linguistics; Dialects; Higher Education; Language Research; *Lexicology; Native Speakers; *Ojibwa; Second Language Instruction; Structural Linguistics; Translation; *Unwritten Languages
IDENTIFIERS- Ojibwa (Tribe)

In 1941, Angeline Williams, an Anishinaabe elder taught the Ojibwa (Chippewa) language to a class at the Linguistic Institute at the University of North Carolina. Ojibwa is an American Indian language which was spoken as a chain of dialects in numerous communities from Quebec across the Great Lakes and into the plains of Saskatchewan. This text represents samples of speech, including the English translation, as dictated to the class and to the teaching staff. Words, sentences, simple anecdotes, and stories are provided for transcribing and analyzing an unwritten language. Much of the text deals with the Ojibwa trickster figure Nenabush, half-dog people, inter-tribal warfare, and buried treasures. Textual appendices include notes on the text which reflect corrections made by Bloomfield to the manuscripts and changes later introduced by Nichols. Also included are notes on the translations and modifications made by the editors. The lexical appendices includes the conversion of transcription that changes the spelling to the common alphabetic characters used in many Ojibwa language instruction programs in Canada and the United States. The book includes a glossary, with notes explaining how the entries are arranged and coded, and an English-Ojibwa index to the glossary. (LP)

ED 339 576 RC 018 418

Williams, David A.; And Others
The University's Responsibility to Rural Education--A Model. (A Unique Thing Happened on the Way to Reform).
PUB DATE- 11 Oct 91
NOTE- 7p.; Paper presented at the Annual Conference of the National Rural Education Association (83rd, Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *College School Cooperation; Demonstration Programs; Doctoral Programs; *Educational Change; Elementary Secondary Education; Graduate Study; Higher Education; Off Campus Facilities; *Outreach Programs; *Rural Education; *Teacher Education
IDENTIFIERS- *Northern Arizona Univ Center Excellence in Educ

This paper details the efforts of Northern Arizona University's Center for Excellence in Education (CEE) to improve teacher education in rural areas. Ten regional field sites were established over a 2-year period throughout the state of

NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Analysis; *Critical Thinking; *Curriculum Development; *Curriculum Evaluation; Curriculum Research; Elementary Education; Elementary School Mathematics; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Teaching Methods; *Textbook Content; Textbooks; Thinking Skills
IDENTIFIERS- *Comprehensive School Mathematics Program; Math In Stride; Real Math (Curriculum)

Phase II of the research on the teaching and learning of higher order thinking and conceptual understanding in the elementary subjects, undertaken by the Center for the Learning and Teaching of Elementary Subjects, includes descriptions and analyses of commonly used and distinctive published curricula in each of the five subject areas. This report includes findings of the analyses of one commonly-used elementary mathematics textbook ("Addison-Wesley Mathematics") and three distinctive elementary mathematics curricula ("Real Math", "Comprehensive School Mathematics Program" and "Math in Stride"). A set of framing questions, developed by a team of researchers undertaking the curriculum studies, served to guide the analyses in each subject area and draw attention to evidence of instruction oriented toward developing critical thinking and understanding. While "Addison-Wesley Mathematics" purports a view of mathematics common to schools today, placing greatest emphasis on the development of computational skills in isolation of meaningful applications, the three distinctive curricula propose alternatives to this perspective and, in differing ways, have attempted to suggest that mathematics involves problem solving, sense making, complex thinking, and reasoning. They also have endeavored to propose different strategies for teaching and learning mathematics based on alternative pedagogies and perspectives on learning. This study examines the published or printed curriculum available to teachers. Study of how teachers use these alternative curricula is a logical next step. (Author)

ED 339 594 SE 052 363

Duffy, Paula, Comp.
Environmental Education Publications Distributed by the U.S. Government, 1985-1990.
PUB DATE- Mar 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conservation Education; Elementary Secondary Education; *Environmental Education; *Government Publications; *Instructional Materials; *Resource Materials
IDENTIFIERS- Environmental Issues; *Environmental Protection Agency

This bibliography contains a selection of federal government materials distributed by various government agencies from 1985 to 1990. These materials are aimed primarily at elementary and secondary school teachers for classroom use or as resources for student activities on a broad range of environmental issues. An introduction contains information on obtaining any of the 65 materials, which are listed under the following categories: bibliographies, catalogs, conservation and protection of

Bennett, Dorothy T.; And Others
Children and Mathematics: Enjoyment, Motivation, and "SQUARE ONE TV."
PUB DATE- 91
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). For a set of five volumes of research on this topic, see SE 052 595-598. For more related research, see SE 052 599-604.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Attitude Measures; *Childrens Television; Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Enrichment; Mathematics Education; *Problem Solving; *Student Attitudes; *Student Motivation; *Television Curriculum; Thinking Skills
IDENTIFIERS- *Square One TV

Mathematics educators have recognized that although basically a cognitive and intellectual enterprise, learning mathematics is related to children's attitudes toward the subject. Proponents of mathematics reform have emphasized that children need to develop more positive attitudes toward mathematics. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV (SQ1TV), a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from four public schools in Corpus Christi, Texas. Performance and attitude data were collected from a subgroup of 24 students exposed to 30 SQ1TV programs and from 24 students in a control group having no SQ1TV contact. Reported here are results involving two dimensions of this study, children's motivation to engage with mathematics and their enjoyment of the subject. The implications of the research included the following: (1) motivation and enjoyment were closely related and based largely on arithmetic achievement; (2) children's enjoyment of problem solving focused on the intrinsic aspects of thinking hard and figuring out, rather than on performance concerns; and (3) pretest-posttest change suggest that SQ1TV had a positive impact on children's motivation toward and enjoyment of mathematics. (MDH)

ED 339 611 SE 052 601

Debold, Elizabeth
If You Had To Tell an Alien What Math Is...: Construct of Mathematics and SQUARE ONE TV.
PUB DATE- Apr 91
NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). For a set of five volumes of research on this topic, see SE 052 595-598. For more related research, see SE 052 599-604.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Attitude Measures; *Childrens Television; Cognitive Structures; Cognitive Tests; *Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Problem

Titles have been written in sentence format for clear interpretation of work. Quotations have been included for illustration of style. Page numbers have been included for ready referencing. (DB)

ED 339 630 SO 021 367

Hunter, Kathleen, Ed.
Heritage Education Resource Guide. Preliminary Edition.
PUB DATE- 90
NOTE- 298p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cultural Education; Educational Resources; Elementary Secondary Education; *Heritage Education; Higher Education; Interdisciplinary Approach; *Resource Materials

Heritage education is defined as teaching and learning about U.S. history and culture. It is an interdisciplinary approach to education that encompasses subjects like architecture, art, community planning, social history, politics, conservation, and transportation. This guide is intended to help persons identify information about heritage education programs and materials. Listing over 300 resources, the information highlights are available through museums, historic sites, national, state, city, and town organizations, as well as consultants and authors. The guide can be used to network among current practitioners in heritage education. It also can introduce educators from many disciplines to the values and principles of heritage education and can direct them to the various kinds of programs and educational materials. (DB)

ED 339 631 SO 021 368

Gore, Deborah, Ed.
Iowa's Ethnic Roots.
PUB DATE- Apr 91
NOTE- 33p.; For related documents, see ED 328 475, ED 319 641, ED 314 356, and ED 314 306.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Childrens Literature; Cultural Education; Cultural Pluralism; Elementary Education; *Ethnic Groups; Immigrants; Multicultural Education; *Social Studies; *State History
IDENTIFIERS- *Iowa

The ethnic heritage of the state of Iowa is explored in this theme issue of Iowa's children's history magazine, "The Goldfinch." Through the numerous activities, photographs, games, and articles, answers to such questions as: Why did people from different ethnic groups come to Iowa? and What challenges have ethnic groups faced? begin to emerge. It is emphasized that an examination of children's ethnic roots helps them to understand who they are. (DB)

ED 339 632 SO 021 376

Trafton, Joyce
A Red Sun Emerges: A Study of Nature in Japanese Culture.
PUB DATE- 91
NOTE- 50p.; Several of the figures and illustrations that appear in this document may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

decade a number of theories have arisen which suggest that tribal and peasant communities have had a profound influence on cities and the modern world. Through the use of archaeological and ethnographic data, this paper illustrates the application of the notion of world paradigm, the rural revolution, and modernization with particular attention paid to the world's political, economic, and communication arenas. A 9-item list of references and a list of classroom discussion topics are included. (Author/DB)

ED 339 648 SO 021 515

Dow, Peter B.
MACOS and the Global Perspective.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Differences; *Curriculum Evaluation; Educational Philosophy; Elementary Education; Elementary School Curriculum; Foreign Culture; *Global Approach; Interdisciplinary Approach; Moral Values; Multicultural Education; *Social Studies; Student Educational Objectives
IDENTIFIERS- *Global Education; *Man A Course of Study

The contributions that the elementary curriculum, "Man: A Course of Study" (MACOS), has made to global education are examined in this essay. It is contended that MACOS, which incorporates ecology, biology, anthropology, and the humanities, has fostered several goals of global education. These goals include: understanding cultures through an in-depth study of them; developing a vocabulary of thought for dealing with cross-cultural similarities and differences; and attaining a non-judgmental framework for dealing with issues of value. In short, MACOS is committed to helping students to grasp the interconnectedness of the world. (DB)

ED 339 649 SO 021 521

Snyder, Richard C.
Thinking, Teaching, Politicking about Globalization of the World: Toward a Synthesis and Possible Future Strategy."
PUB DATE- Jun 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Curriculum Development; Educational Change; *Educational Innovation; Educational Objectives; Futures (of Society); *Global Approach; Higher Education; World Affairs
IDENTIFIERS- *Global Education

This paper seeks to provide a framework by which educators can understand the increasing "globalization" of the world, and what responses education can and should make. The environmental movement, trends in citizenship education, and developments in telecommunications technology are each discussed in terms of what they may have to offer global education. The works of a number of U.S. educators and scholars in global education are discussed and offered as examples of what is possible. It is concluded that the time is opportune for a revitalization of the global education movement. (DB)

PUB DATE- Aug 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; Asian Studies; *Curriculum Development; Educational Resources; Foreign Countries; Global Approach; *Korean Culture; *Korean War; Secondary Education; Secondary School Curriculum; Social Studies; *Teaching Methods; United States History; World History
IDENTIFIERS- ERIC Digests; Korea; *North Korea; *South Korea

Recent events in Europe suggest that the pattern of global ideological struggle that provoked the division of Korea is apparently dissolving, giving way to nationalist movements. The division of the Korean people now appears anachronistic. There are signs that reunification is possible. Despite the importance of the Korean peninsula in world affairs, the two Koreas are often neglected in social studies courses. To promote effective teaching about them, this ERIC Digest examines reasons for teaching about Korea and ways to integrate Korea into the curriculum, while recommending useful resources for teachers. (18 references) (Author)

ED 339 673 SO 022 012

Leming, Robert S.
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Civics; Constitutional History; *Constitutional Law; Court Role; Democratic Values; Educational Objectives; *Law Related Education; Laws; Secondary Education; Social Studies; *Teaching Methods; United States History
IDENTIFIERS- ERIC Digests; *Supreme Court

Since 1789, the Supreme Court has been making decisions that affect all U.S. citizens. The study of Supreme Court cases, therefore, should be an integral part of civic education. This ERIC Digest discusses: (1) constitutional issues and Supreme Court cases that should be taught; and (2) effective strategies for teaching them. It also includes a list of national organizations that develop resources to enhance the teaching of Supreme Court cases. (Author)

ED 339 674 SO 022 015

How Schools Shortchange Girls. A Study of Major Findings on Girls and Education. The AAUW Report.
SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 124p.

practicum experiences as major components of teacher preparation. The document discusses: (1) program design; (2) admission processes; (3) self-directed study; (4) field experiences and seminars in pedagogy; (5) supervision; and (6) program effectiveness. Conclusions to be drawn are that a combination of selected admittance criteria and careful attention to the climate in which instruction and field experiences are conducted is a powerful key to the successful preparation of qualified teachers. Students provided with quality field experiences, supportive and informed supervision, and some control over programs emerge as competent teachers. The results of this study suggest that it is possible to construct a personalized field-based program while maintaining the high academic and teaching performance standards demanded by both the university and public concern. (LL)

ED 339 693 SP 033 483

Shulman, Judith H.
Revealing the Mysteries of Teacher-Written Cases: Opening the Black Box.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Cooperative Planning; *Educational Researchers; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; Personal Narratives; Revision (Written Composition); Secondary School Teachers; Teacher Education; Teaching Experience; *Writing Improvement; Writing Skills
IDENTIFIERS- *Case Histories; *Collaborative Writing; Reflective Analysis; San Francisco Unified School District CA

The purpose of this report is to examine the processes and skills involved in helping teachers write narratives about cases rich enough to be useful in teacher education programs. The approach described necessitates collaborative exchanges among teachers and researchers and requires numerous iterations of the original narratives. The report traces the development of four sample cases from their original drafts to their final published accounts. As defined, a case must provide the contextual and historical elements needed by readers to put themselves into the situation with a tolerable measure of its complexity. Four stages in the evolution of a case are proposed: (1) the initial experience when a teacher participates in a meaningful event; (2) the reflective experience, or the act of thinking, talking, and writing about the experience; (3) the reciprocal experience wherein the case continues to develop through dialogue and redrafting; and (4) the collegial experience, the solicitation of commentary from other educators. Also discussed is what was learned about collaborative case writing within the individual stages. (Author/LL)

ED 339 694 SP 033 484

Gumbert, Edgar B., Ed.
Fit To Teach: Teacher Education in International Perspective. Vol. 8, Center for Cross-cultural Education Lecture Series.
PUB DATE- 90

EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Mathematics Tests; Reading Tests; *Scores; *State Programs; Statistical Data; Student Evaluation; *Tables (Data); *Testing Programs; Test Results; Writing Tests
IDENTIFIERS- *Exit Examinations; *Texas Assessment of Academic Skills; Texas Educational Assessment of Minimum Skills

This report presents Texas Assessment of Academic Skills (TAAS) performance results and results on the Texas Educational Assessment of Minimum Skills (TEAMS) in October 1990. This volume is comprised of the following sections: (1) Section I, an executive summary of TAAS performance for each grade level; (2) Section II, an overview of the program and detailed information needed to understand these results; and (3) Sections III through VIII, which present summaries of the October 1990 assessment for grades 3, 5, 7, 9, and 11 and the TEAMS results for grades 11 and 12. Chapter IX presents results for the grade 3 Spanish version of TAAS. Students across the grades did well on the written composition, but performance was markedly poorer with regard to spelling, capitalization, and punctuation. At each grade level, more students achieved the academic recognition level in reading than in any other subject area. In mathematics, performance was better on objectives in the concepts domain than in the operations domain. At grade 11, 35% of the students had not mastered one or more sections of the exit level (TEAMS) test. Thirty-six figures summarize student performance. Seven appendices provide greater detail about the testing process. (SLD)

ED 339 712 TM 017 507

Texas Assessment of Academic Skills and TEAMS Exit Level. Student Performance Results, October 1990. Volume 2. Performance by School District.
PUB DATE- May 91
NOTE- 356p.; For volume 1, see TM 017 506.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Mathematics Tests; Reading Tests; Scaling; *School Districts; Scores; *State Programs; Statistical Data; *Tables (Data); *Testing Programs; Test Results; Writing Tests
IDENTIFIERS- *Exit Examinations; *Texas Assessment of Academic Skills; Texas Educational Assessment of Minimum Skills

This report of the Texas Assessment of Academic Skills (TAAS) Student Performance Results lists performance results on the TAAS and the Texas Educational Assessment of Minimum Skills (TEAMS), an exit examination, alphabetically by school district for each grade level tested (grades 3, 5, 7, 9, 11 for the TAAS and grades 11 and 12 for the initial TEAMS). Data presented include: (1) the percentage of students passing all tests taken; (2) scaled scores in subject areas; (3) scale score gains and losses compared with 1989-90; and (4) the number of students needing remediation. The eight sections of this volume contain 190 pages of tabulated results for Texas school districts. (SLD)

ED 339 713 TM 017 508

Roth, Jodie L.; Paris, Scott G.

the inventory, such as individual abilities, motivation, and cultural and linguistic backgrounds. A list of 35 references is included. (SLD)

ED 339 730 TM 017 634

Ward, Martha S.; Kirby, Kevin
The North Carolina 1991 Scholastic Aptitude Test Report: State, 129 School Systems and Two Special School Results.
PUB DATE- Aug 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Gains; Aptitude Tests; College Entrance Examinations; Comparative Analysis; Graphs; Higher Education; High Schools; *High School Students; Public Schools; *School Districts; School Statistics; *Scores; Special Schools; *State Surveys; Tables (Data); *Test Results; Test Score Decline
IDENTIFIERS- *North Carolina; *Scholastic Aptitude Test

In 1989, North Carolina's scores on the Scholastic Aptitude Test (SAT) were the lowest in the nation, with a total score of 836 for North Carolina compared to 903 for the nation. The State Superintendent of Public Instruction developed a five-point plan to address this situation. The SAT results for 1990 show an increase for North Carolina to an average total score of 841, while the national SAT scores dropped to 900. For 1990, North Carolina ranked above South Carolina and the District of Columbia and is now tied with Georgia. The trend continued in 1991, with a score increase as the national score dropped, and greater participation by North Carolina students (57%). This report contains the 1991 SAT scores of 129 school districts and 2 special schools. Sixteen tables contain scores for North Carolina and the nation. Districts with best performance are highlighted. Fourteen graphs illustrate SAT performance. (SLD)

ED 339 731 TM 017 635

Cashin, William E.
Defining and Evaluating College Teaching. Idea Paper No. 21.
PUB DATE- Sep 89
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Instruction; *Definitions; Educational Assessment; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Professors; Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Evaluation; Teaching Methods

A review of data that have been used to evaluate college teaching suggests that the definition of teaching used for those evaluations has been very incomplete. An expanded definition includes the following seven components of college teaching: (1) subject matter mastery; (2) curriculum development; (3) course design; (4) delivery of instruction; (5) assessment of instruction; (6) availability of teacher to students; and (7) administrative requirements. Several possible sources of data exist to evaluate college teaching. Data from students have generally been collected systematically, but such data usually focus on instruction. Sources include self-ratings by teachers, personnel files, student evaluations, peers (same subject traditional norms of academic research and also revealed the influence of departmental structure and climate on subscription to the norms. Significant differences were found in the normative orientations of the native versus international students. Included are six figures and 14 references. (JB)

ED 339 296 HE 025 081

Arnold, James C.; And Others
The Influence of Student Effort, College Environments and Selected Student Characteristics on Undergraduate Student Learning and Personal Development at Metropolitan Institutions. ASHE Annual Meeting Paper.
PUB DATE- 2 Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Educational Environment; Full Time Students; Higher Education; *Individual Development; *Learning; Part Time Students; Student Attitudes; *Student Characteristics; Student Development; Student Motivation; Urban Education
IDENTIFIERS- *ASHE Annual Meeting; Cleveland State University OH; College Student Experiences Questionnaire; University of Alabama; University of Louisville KY; University of Lowell MA; University of Toledo OH; Wichita State University KS

This study sought to measure what factors contribute to the learning and personal development of traditional and new majority students at six metropolitan institutions: University of Alabama, Birmingham; University of Louisville (Kentucky); Wichita State University (Kansas); University of Lowell (Massachusetts); Cleveland State University (Ohio); and University of Toledo (Ohio). The study used the College Student Experiences Questionnaire (CSEQ) to solicit information on student effort (involvement), student perception of their campus environment, and how much students believe they have gained in certain areas. Demographic information was also obtained on year-in-school, age, and enrollment status. The total number of subjects was 3,084. Results of factor analysis suggested the following conclusions: (1) learning gains of traditional-age full-time students and new majority students are affected by institutional environmental factors and student involvement factors; (2) learning gains are influenced by age and enrollment status; (3) age and enrollment status interact with each other and with involvement and environmental factors to affect gains in learning and personal development. Three appendixes contain CSEQ scales. Includes 21 references and 1 table. (JB)

ED 339 297 HE 025 082

Arnold, Karen D.
Gender, Race, and Academic Talent: The Postsecondary Experiences of High School Valedictorians. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991). The research reported in this paper was conducted collaboratively with Terry Denny (University of Illinois at Urbana-Champaign).

raising prove the most effective at raising funds. Data were analyzed from 107 of 127 campuses responding to a planning survey. Predicted fund raising ability was examined within those institutions having no formal planning process as well as those employing strategic planning, incrementalism, or some other form of planning methodology. Among the findings was that, while over 13% of the campuses with no formal planning process were still effective in raising funds, the percentage of institutions gaining effective support from foundations was lower among colleges with no formal planning process compared to those using strategic planning. Also, the effectiveness of raising funds from corporations proved lower from institutions with no planning process versus those employing incrementalism. The study concluded that there is a relationship between strategic planning and the effective cultivation of foundation support. Contains 47 references. (GLR)

ED 339 315 HE 025 100

Kuh, George D; And Others
The Influence of Student Effort, College Environments, and Campus Culture on Undergraduate Student Learning and Personal Development. ASHE Annual Meeting Paper.
PUB DATE- 19 Apr 91
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Environment; College Students; Comparative Analysis; *Educational Environment; Higher Education; Learning Activities; Learning Experience; Residential Colleges; Small Colleges; Student Development; Student Motivation; *Undergraduate Study; Universities; Urban Education
IDENTIFIERS- *ASHE Annual Meeting

The purpose of this study was to determine the contributions of student effort, campus environments and institutional culture to student learning in three types of institutions: small residential colleges; large residential universities; and universities located in metropolitan areas. Data sources were qualitative assessments of 13 campus cultures and a College Student Experience Questionnaires completed by 3,601 undergraduates (38% response rate) at these institutions. Among the findings was that student gains exhibited a linear dependence on the combination of student effort, environmental characteristics, and the institution's culture. In general, the more effort students devoted to learning activities, the more they learned. Patterns of student learning and development did not differ appreciably across institutional types. Institutional culture had more influence on student learning at large residential institutions than at small residential colleges and metropolitan universities. Appendices provide lists of College Student Experiences Questionnaire effort scales, environment scales, and estimate of gains scores. Contains 37 references. (Author/GLR)

ED 339 316 HE 025 101

Kuh, George D; Vesper, Nick
Influences on Student Learning at Metropolitan Institutions. ASHE Annual Meeting Paper.

Zito, Eileen H.
Student Financial Aid and Choice of Undergraduate Major. ASHE Annual Meeting Paper.
PUB DATE- 3 Nov 91
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age; Career Planning; Comparative Analysis; Decision Making; Economic Factors; Higher Education; Loan Repayment; *Majors (Students); *Nontraditional Students; Salaries; Socioeconomic Influences; *Student Educational Objectives; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *ASHE Annual Meeting

This study evaluated whether the use of educational loans has an impact upon student choice of majors. In addition, the study demonstrated that the statistical technique of two-stage least squares can be appropriately used with educational data when reciprocal causation exists in the theoretical model. It was hypothesized that, since a majority of older students return to school for economic reasons, that not only would they be more likely to be in majors with higher initial salaries, but that they would also be more sensitive to educational loans than their younger peers. Data for this analysis were obtained from the National Postsecondary Aid Study national database compiled by the National Center for Educational Statistics. Of the approximately 58,000 students included in the database, only 22,840 students satisfied the criteria for this study. The criteria was that only undergraduate students in four-year colleges and universities who are U.S. citizens be included in the sample. Among the findings was that older students who received no financial aid were more likely to choose majors with higher starting salaries compared to traditional students without aid. There was also evidence that older students with educational loans were also more likely to be in majors with greater economic payoffs than other students. The interaction of age and debt was statistically significant for both dependent and independent men, but not for females. It was determined that older, independent students try to avoid *becoming stuck at their previous economic level by* counterbalancing their new debt with a potentially higher income in the future. Contains 41-item bibliography. (GLR)

ED 339 335 HE 025 123

Neault, Liz, Ed.; Lesh, Kay, Ed.
Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education. (AHSSPPE) Volume 1-14, 1983-1986.
PUB DATE- 86
NOTE- 578p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); Advocacy; Career Education; Church Related Colleges; College Entrance Examinations; College Students; *Disabilities; Dyslexia; Higher Education; Individualized Instruction; Learning Disabilities; Physical Disabilities; *Postsecondary Education; Student Attitudes; Student Financial Aid; Student School Relationship;

different aspects of the school library media program, including personnel, books and library materials, technology, and facilities. Selected standards and the current status of library media programs in Utah are presented in question and answer format, and a concluding statement emphasizes the importance of quality library media programs, the critical need for support for such programs at all levels, and the need to implement the recommendations of this master plan. Recommendations are then presented for the Utah State Board of Education and Utah State Office of Education, the Utah State Legislature, and Utah school districts. Appended materials, which make up the major part of this report, include resolutions adopted by the Utah Parent-Teacher Association convention delegates in 1990 and by the Utah State House of Representatives in 1988 and 1989; a library media skills course description for levels K through 6; a sample of library media skills infusion into the language arts core for level seven; competencies necessary for library media certification; library media personnel designations; job descriptions for certificated school library media specialists and non-certificated library media personnel; and the Northwest Association of Schools and Colleges Standards for Accreditation for high schools, junior high/middle schools, and elementary schools. (DB)

ED 339 353 IR 015 299

Kavanagh, Robert N.; Pokraka, Edward S.
Strategic Computing Directions and Opportunities for University-Government-Industry Partnerships at the University of Saskatchewan: Preparing for the Twenty-First Century.
PUB DATE- Mar 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Databases; Educational Administration; *Educational Technology; *Financial Support; Foreign Countries; *Government School Relationship; Higher Education; Information Networks; Institutional Research; Library Networks; Mission Statements; Research and Development; *School Business Relationship; Telecommunications
IDENTIFIERS- *University of Saskatchewan (Canada)

This report is intended to serve as a focus for developing a commitment for continuing investment in computer support for education, research, and administration at the University of Saskatchewan. Based on the assumption that effective utilization of computers, computer networks, and other telecommunications technology is essential to the fulfillment of university education and institutional research, this report discusses the following: (1) educational challenges for the 1990s, as they relate to the use of computers; (2) the need for a variety of computer applications in education, research, and administration, including information networks, database access, and library networks; (3) the University of Saskatchewan Ethernet computing model; (4) computing initiatives for the university to undertake in education, research, and administration; and (5) long-term, cooperative relationships between the university, the government, and business and industry in order to achieve university goals in a cost effective manner. An executive summary is provided and references are cited throughout the report. (DB)

DESCRIPTORS- College Libraries; Higher Education; *Information Seeking; Instructional Effectiveness; *Library Instruction; *Library Skills; *Prior Learning; *Research Skills; *Undergraduate Students; Users (Information)

This report presents the results of a study conducted at Northern Michigan University's (NMU) Olson Library to determine the adequacy of the preparation of NMU students for library research, the soundness of the instructional objectives set for the freshman and sophomore class levels, and possible weak points in the program's coverage. The Library Skills Test developed by the Illinois Association for College and Research Libraries was the instrument used in the study. The test was supplemented with a series of additional questions on the background and experience of the students. The study results indicate that the library instruction program might focus in particular upon skills relating to location of materials arranged by the Library of Congress classification system; use of book indexes and periodical abstracts to locate relevant information; and recognition of the different citation forms for books, periodicals, and other library resources. It was found, however, that the entering NMU student has generally received adequate high school library instruction. Concluding the report are the following appendixes: Olson Library's library instruction goals and objectives; the Illinois Association of College and Research Libraries' Library Skills Test together with additional questions designed to obtain information on the students; and tables and graphs displaying the results of the analyses of study data. (MAB)

ED 339 371 IR 053 822

Reed-Scott, Jutta

NCIP Manual. Manual for the North American Inventory of Research Library Collections. Revised Edition.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Council on Library Resources, Inc., Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- Sep 88

NOTE- 104p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; Bibliographic Databases; Foreign Countries; Higher Education; Information Seeking; *Library Collection Development; Library Collections; Library Cooperation; *Library Networks; Library Planning; *Research Libraries; Shared Library Resources

IDENTIFIERS- Canada; *North American Collections Inventory Project; United States

The Association of Research Libraries' Office of Management Services (OMS), working with the Research Libraries Group, Inc. (RLG), began the North American Collections Inventory Project (NCIP) in July 1983 as a cooperative effort intended eventually to involve research libraries throughout the United States and Canada. The project's long-term goal is to develop an online North American inventory of research collections that can assist scholars in locating materials needed to support their research. Designed as a guide for libraries undertaking an interlibrary inventory or Conspectus-based collection assessment, this manual is divided into three parts. The first addition, analyses of selected HBCU libraries variables and Ph.D., faculty, and enrollment statistics are presented. Two unique features include a directory of respondents and an automation inventory. Concluding the report are the survey instruments and survey results. (MAB)

ED 339 389   IR 053 845

Dorr-Bremme, Donald W.
Information Use in Secondary Schools: A Case Study of the Development of a Comprehensive Information System.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Managed Instruction; *Data Collection; Demography; High Schools; *Management Information Systems; *Program Evaluation; Questionnaires; School Organization; *Student Records; Surveys; Systems Development; *Teacher Attitudes; *Use Studies
IDENTIFIERS- Student Surveys; Teacher Surveys

The Center for the Study of Evaluation at the University of California, Los Angeles, collaborated with school site personnel in an attempt to build an on-going, comprehensive, school-based information system useful in instructional decision making and general school renewal. Conducted at a suburban senior high school over an 18-month period, the project built onto the CASA (Computerized Accountability for Student Achievement) system already in use at the school. The information system idea interacted with three types of contextual factors: the school's social organization, teachers' thinking and reasoning about information, and leadership and support. While faculty opinion was divided as to the usefulness of a school-based information system (citing irrelevance of building-level data to ongoing classroom teaching and individual diagnostic information needs, as well as possible abuses such as biasing teacher attitudes), teachers' positive reactions seemed to center on the Student-At-A-Glance and Class-At-A-Glance data report forms. Without settings for use beyond the individual teacher in a self-contained classroom and without the principal's commitment, there seemed little likelihood of further development of the system at this school. However, information gathered during this project was used at both the classroom and building levels. (25 references) (DB)

ED 339 390   IR 053 846

White, Barbara
Perspectives on the Holocaust: An Annotated Bibliography of Personal Accounts Appropriate for the Young Adult Patron.
PUB DATE- Jul 91
NOTE- 51p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *European History; Filmographies; *Jews; Learning Resources Centers; *Library Materials; Multimedia Instruction; *Personal Narratives; Public Libraries; School Libraries; Secondary

(1990-91); (3) Dodge City Community College (1990-91); (4) Hutchinson Community College in Hutchinson (1990-91); (5) Johnson County Community College in Overland Park (1990-93); (6) Kansas City Kansas Community College (1990-92); (7) Labette Community College in Parsons (1989-92); and (8) Pratt Community College in Pratt (1990-91). With variation among the agreements in terms of coverage and detail, in general the following topics are dealt with: bargaining agent recognition; bargaining agent rights; association dues; grievance procedures; faculty rights; compensation; paid and unpaid leaves of absence; probationary periods; laying off and termination of staff; personnel files; copyrights and patents; tuition waivers; outside employment; faculty evaluation; reduction in force; payroll deductions; governance; retirement; salaries and fringe benefits; strikes and lockouts; workload; faculty and staff development; a savings clause; and duration, termination, and renewal of the agreement clauses. Salary schedules are included with some of the agreements. (PAA)

ED 339 409 JC 910 547

Assessment of Global and Intercultural Education at Santa Rosa Junior College. Final Report.
PUB DATE- 15 Jun 90
NOTE- 79p.; Prepared in partial fulfillment of the requirements of a grant from the Staff Development Fund of California State Senate Bill 1725.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; College Role; Community Colleges; Course Content; *Cultural Awareness; *Curriculum Development; *Curriculum Enrichment; Faculty Development; *Global Approach; Intercultural Programs; *Multicultural Education; Program Development; Two Year Colleges
IDENTIFIERS- Santa Rosa Junior College CA

Based on information collected via colloquia, questionnaires, and interviews conducted during spring 1990, this report details the history of global and intercultural education efforts and programs at Santa Rosa Junior College (SRJC), reviews similar efforts at other institutions, and presents recommendations for ensuring the future growth of SRJC's programs. Following an overview and summary of recommendations, section I presents a profile of SRJC and reviews the college's past global and intercultural education endeavors. Section II reviews global and intercultural studies efforts at Sonoma State University, including its North Bay International Studies Program; describes nationally recognized programs at other community colleges; and discusses the new cultural education requirements at the University of California at Berkeley and Stanford University. Next, section III explores the central debates associated with global and intercultural education. Finally, section IV presents detailed recommendations for enhancing and promoting global and intercultural education at SRJC, with separate recommendations for curricular reform, staff development, institutional development, and a 3-year development plan. Appendixes provide a summary of global studies at SRJC from 1983 through 1990; a summary of colloquia; the mission statement; a list of persons interviewed; summaries of faculty and student questionnaires; a list of institutions providing SRJC with program materials; and a summary of non-Western/ethic graduation requirements at other institutions. (PAA)

PUB DATE- Dec 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College Faculty; *College Role; *Community Colleges; Comparative Analysis; Comparative Education; *Educational Development; Financial Support; Foreign Countries; Governance; Lifelong Learning; *Postsecondary Education; *School Organization; Technical Education; Two Year Colleges; Two Year College Students
IDENTIFIERS- Short Cycle Education

Educational systems in all nations are called on to accommodate people who are past the age of compulsory schooling but who desire further education that is not provided by the traditional universities. In the United States, the term "community college" is used generically for all publicly-supported institutions accredited to award the associate degree as their highest degree. Overall, community college education is more generalized in countries where student tracking is delayed, as in the United States, and more specialized where students are directed to their likely place in the workforce at an early stage, as in Northern Europe. Nevertheless, community colleges worldwide share certain characteristics: they serve several purposes in the interstice between compulsory and higher education, or, in some cases, after higher education; their fees are usually lower than those charged by universities; students may enroll without satisfying rigorous university requirements; and large numbers of part-time faculty are employed. The people attending community colleges tend to reflect the characteristics of the adult population of the college district, and most students attend on a part-time basis, commuting from their nearby residences. Community college faculty have more in common with secondary school teachers than with university professors, rarely engaging in research or scholarly publication and often having close ties with local industries or governments. Governance and organizational patterns vary from state-coordinated systems to branches of universities, privately-run institutions, and nationally coordinated systems. A comparison of institutions in the People's Republic of China, Germany, Japan, New Zealand, and Norway illustrates that curricular emphases, control, and student populations constitute the areas of major difference. Expansion of the community college sector is assured due to rising demand worldwide for further education at reasonable cost. (JMC)

ED 339 428 JC 910 567

Apperson, Larry
Kishwaukee College Consumer Report for Students, Parents, and District Residents.
PUB DATE- Nov 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Colleges; *Institutional Characteristics; Institutional Mission; *Organizational Objectives; *Outcomes of Education; School Statistics; Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year

workforce that business and industry require as the U.S. economy becomes increasingly dependent upon technology. (JMC)

ED 339 444 JC 920 007

Brown, Carolyn Hawkins
The Relationship between the Attitudes of Directors and Instructors and Student Ratings in Remedial and Developmental Studies in Tennessee's Community Colleges.
PUB DATE- May 91
NOTE- 32p.; Summary of Ed.D. Dissertation, East Tennessee State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Developmental Studies Programs; Questionnaires; Remedial Instruction; *Remedial Programs; State Surveys; Statistical Analysis; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Characteristics; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Tennessee

In 1990, a study was conducted to determine whether a relationship existed between the attitudes of directors and instructors regarding developmental education and students' ratings of their courses or instructors in remedial and developmental studies. Eleven of Tennessee's 12 community colleges participated in the project. Data were collected from 3,269 students by means of an in-class, instructor-administered survey instrument, and 230 responses (95%) were returned from the director and instructor survey. Major study findings included the following: (1) no overall relationship existed between the attitudes of directors and instructors and student ratings; (2) positive correlations were found between students' perceptions of instructor concern and instructors' classroom adaptations, and between students' academic socialization and the extent to which instructors/directors felt that remedial/developmental courses should be an integral part of the curriculum; (3) a significant difference existed between instructors and directors who held strong egalitarian beliefs and those who held weak beliefs for that factor; (4) a significant difference existed between the attitudes of young, traditional students and the attitudes of older, non-traditional students; and (5) the results indicated no significant difference existed between the attitudes of students toward faculty who taught only developmental courses and faculty who had split appointments. The findings of the study suggest that the attitudes of directors and instructors have some effect on student ratings, and that directors and instructors feel some responsibility for student success. Appendixes provide lists of the Tennessee community colleges and student and director/instructor factor labels, a statistical profile of the data, and the survey instruments. (JMC)

ED 339 445 JC 920 008

Sworder, Steven
Analysis of the Survey of Student Experiences at Saddleback College via the Community College Student Experiences Questionnaire (CCSEQ). Saddleback College Accreditation '92.
PUB DATE- Jan 92
NOTE- 121p.; Report supported by a faculty development grant

an interpreter or be conducted in Spanish. A survey on school involvement was sent to parents. Bilingual teachers served as translators at school meetings, and school information was translated into Spanish before being sent to Hispanic parents. An implementation schedule listing weekly objectives, procedures, and materials for 11 weeks of the 12-week program is included. The first parent workshop consisted of a bilingual program orientation. The second workshop considered activities parents could do with children at home. After 12 weeks, parents completed a second survey. Because fewer than 50 percent of the Hispanic parents attended the workshops, the first objective was not met. However, the second and third objectives were met. A reference list of 16 items and a bibliography of 33 items are provided. Appendixes include copies of the pre- and post-surveys, textual materials from the two workshops, and school information items. (BC)

ED 339 463 PS 020 040

Patton, Mary Martin; Harriman, Marilyn Williams
2 2 Tech Prep Early Childhood Professions I and II Curriculum Guide: A Four Year Articulated Program for Secondary and Postsecondary Students.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 91
NOTE- 315p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; *Child Care Occupations; Child Development; *Competency Based Education; Curriculum Guides; Day Care; *Early Childhood Education; *Field Experience Programs; Grade 11; Grade 12; High Schools; Preschool Teachers; *Preservice Teacher Education; Two Year Colleges; Units of Study
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Professionalism; *Tech Prep

The 2 2 Tech Prep Early Childhood Professions I and II curriculum guides, developed through funding from the Carl D. Perkins Education Act, are designed for students entering the first and second years of the program. They are the first and second in a series of courses that systematically expand students' knowledge, skills application, and field experiences, and are based on the following principles: a mastering of employer-identified competencies; a structured and coordinated curriculum beginning in grade 11 and developed through the postsecondary level; a high school plan that emphasizes communications, math, and science skills; one entry point, multiple exit points to the workforce; and elimination of course duplication. Both guides include descriptions of field experience models and early childhood professions, as well as units on the following competencies: professionalism; child growth, development, and learning; guidance and group management; curriculum development, content, and implementation; family and community relations; safety, health, nutrition; and program management. Appended are floor plans, student competency profiles, and student and parent evaluations of Early Child Professions. (LB)

ED 339 464 PS 020 041

Guidelines for the Implementation of the New York State Prekindergarten Program.

be transmitted from one generation to the next. The use of reasoning, and the use of reasoning in combination with power assertion, may also be transmitted. (LB)

ED 339 482 PS 020 084

Leidner, Henry Robert
Development and Implementation of Activities Designed To Target Uninvolved Parents and Increase Home and School Interaction of Disadvantaged Families.
PUB DATE- 91
NOTE- 66p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Assisted Instruction; *Economically Disadvantaged; Elementary Education; *Elementary School Students; High Risk Students; Home Instruction; Intervention; Low Income; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *Parent Workshops; Questionnaires; Student Behavior
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This practicum was designed to use training to increase economically disadvantaged parents' participation in their children's academic learning. Objectives were that targeted, uninvolved parents would: (1) increase communication with their children's school; (2) increase their attendance at school functions involving parents; (3) increase their involvement in their child's education; (4) identify family support services they needed to become more involved; (5) demonstrate initiative in educating their child at home; and (6) check out a computer and software, which would be used to provide educational materials to their children at home. A preassessment questionnaire was used to determine family needs and interests. Several workshops were developed. During the 12-week practicum, the take-home computer program was used to bridge classroom instruction with parent involvement at home. A post-assessment questionnaire was used to determine the extent to which participants felt the program was successful. All six objectives were met. Results indicate a high degree of correlation between practicum results and results described in related literature. Appended are related materials and 29 references. (GLR)

ED 339 483 PS 020 085

Haith, Marshall M.
Setting a Path for the '90s: Some Goals and Challenges. Infant Sensory and Perceptual Development.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Science Research; Cognitive Processes; *Developmental Stages; *Infants; *Perceptual Development; *Research Problems; *Sensory Integration; Spatial Ability; Visual Discrimination

Goals and challenges pertaining to infant sensory and perceptual development are discussed. It is suggested that the inability

A Child Development Perspective of Adolescence (12-19 Years). Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Oct 91
NOTE- 32p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Development; *Adolescents; Behavior Problems; Behavior Standards; Caseworkers; Cognitive Development; Course Descriptions; Developmental Tasks; Emotional Development: Feedback; *Foster Care; Foster Children; *Foster Family; Higher Education; *Parent Child Relationship; Parent Education; Parenting Skills; Postsecondary Education; Questionnaires; Social Development; Training Objectives
IDENTIFIERS- Colorado State University

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) child development in the contexts of family and social development; (2) the physical, social, mental, and psychological tasks of adolescence; (3) the range of normal adolescent development; and (4) the promotion of positive relationships between adolescents and parents. The module consists of four lectures. The first three include exercises for individuals or groups. Lecture 1 considers developmental processes of adolescence, and problems encountered by case workers and parents in working with adolescents. Lecture 2 considers basic developmental tasks for adolescents. For preadolescence, middle adolescence, and later adolescence, a series of charts list typically developed physical, sensorimotor, social, emotional, and language skills; problem areas for foster children; and parenting processes specific to the developmental stage. Lecture 3 considers the wide range of behaviors that may be part of normal adolescent development. Lecture 4 presents guidelines for parents to use to create positive relationships with teenagers. A five-page form for evaluating the module is included. (BC)

ED 339 502 PS 020 108

Schatz, Mona Struhsaker; And Others
Enhancing Child Development: The Beginning Years. Fostering Families.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Oct 91
NOTE- 75p.; For other documents in the Fostering Families: A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents series, see PS 020 098-107.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attachment Behavior; *Child Development; Course Descriptions; Developmental Tasks; Emotional Development; Failure to Thrive; Feedback; *Foster Care; Foster Children;

Education; *State Programs
IDENTIFIERS- *Stewart B McKinney Homeless Assist Act Amend 1990

This position document is introduced by a fact sheet that lists the numbers of homeless people and the appropriations for various programs that assist homeless people. The executive summary discusses: (1) the plight of homeless children; (2) the passage of the McKinney Homeless Assistance Amendments of 1990 by the U.S. Congress; (3) services authorized and funds appropriated by the McKinney Amendments; (4) constraints on states' ability to use McKinney funds; (5) concerns regarding the proposed presidential budget for 1992; and (6) the increase in the number of homeless children attending school between 1987 and 1989. The bulk of the document consists of case studies that describe the hardships and triumphs of children and their families as they respond to the trauma of homelessness. The stories also describe the efforts of school personnel to help homeless students succeed. Case studies of children in Arkansas, Colorado, Maryland, Massachusetts, Minnesota, Nebraska, Nevada, New Jersey, North Dakota, Oregon, Pennsylvania, South Dakota, Texas, and Washington are presented. Each case study is followed by a description of the ways in which the state would like to broaden its efforts to respond to the educational needs of homeless children. An appendix presents the text of the McKinney Homeless Assistance Amendments of 1990. (BC)

ED 339 521 PS 020 136

Preventing Lead Poisoning in Young Children. A Statement by the Centers for Disease Control.
PUB DATE- Oct 91
NOTE- 110p.; For an earlier statement, see ED 175 572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Child Health; Clinical Diagnosis; Guidelines; *Health Personnel; *Health Promotion; *Lead Poisoning; Pediatrics; Position Papers; *Prevention; Public Agencies
IDENTIFIERS- *Blood Tests; Environmental Management; *Lead (Metal); Paint; Risk Assessment

This document is the fourth revision of a statement by the Centers for Disease Control. Introductory and background chapters present data that indicate significant adverse effects of lead levels in children's blood that were previously believed to be safe. Other chapters discuss: (1) sources of lead exposure, including paint, soil and dust, and drinking water; (2) the role of the pediatric health care provider, including interpreting blood lead levels and educating parents about reducing lead levels in the blood; (3) the role of state and local public health, housing, and environmental agencies; (4) screening, including schedules and measurement techniques; (5) diagnostic evaluation and medical management of affected children, including symptoms of lead poisoning and chelation procedures; (6) management of local hazards in the child's environment, including testing for lead-based paint; and (7) management of local hazards in the community, including surveillance of blood levels and environmental factors, prevention planning, and hazard abatement. At the end of most chapters, a list of references relevant to the chapter's topic is provided. Appendixes include a description of the protocol for testing blood lead levels through capillary sampling and a summary of the document for the benefit of pediatric health education. The questionnaire also addressed the impact of toddlers on other children and adults. Results indicated that: (1) supervisors thought that the centers had suitable equipment for toddlers; (2) transfer of materials from one part of the center to another occurred infrequently; (3) more training workshops were needed; and (4) the presence of both toddlers and older children in centers benefitted children's social development. Results of the observations indicated that more nurturing than obstructive behavior occurred between toddlers and older children, and that adults who interacted with toddlers were usually the child's parents. Appendixes include copies of the study's procedural guidelines, the questionnaire, and a play center observation form. (BC)

ED 339 540 PS 020 164

Orton, Fiona
Linking Theory to Practice: The Experience of the Partnership in Education Project, Strathclyde, Scotland. Bernard van Leer Foundation Studies and Evaluation Papers No. 4.
PUB DATE- Oct 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Experiential Learning; Foreign Countries; Group Activities; Parent Child Relationship; Parent Role; *Parents as Teachers; *Parent Teacher Cooperation; *Preschool Education; Program Development; *Theory Practice Relationship
IDENTIFIERS- *Partnerships in Education; *Scotland

The Partnership in Education Project works to raise the educational level of children living in a number of priority areas in Scotland. In order to achieve this aim, the project seeks to develop parents' skills as child educators, and foster partnerships between educational professionals and parents. The project's work is based on six principles: (1) valuing others; (2) using experience-based learning; (3) working in small groups; (4) providing opportunities for interactive communication; (5) using a cycle of learning that involves planning, acting, and reflecting; and (6) encouraging interagency cooperation. The Partnership in Education project has learned from the experiences of other programs. These experiences include the successes of the Head Start Program in the United States; the Perry preschool study on the long-term effects of preschool education, which was conducted by the High/Scope Foundation in the United States; and the Oxford Preschool research project, in the United Kingdom, which examined preschool contexts that stimulate children's complex play activity. The Partnership in Education project has also adopted into its work some key ideas from educational theorists and researchers, including those of Paulo Freire, Margaret Donaldson, and Barbara Tizard. The project has developed programs for joint working between parents and professionals. (BC)

ED 339 541 PS 020 167

Whitten, Judy
Parents as Leaders: Self-Efficacy Study. Final Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 90

DESCRIPTORS- *Demonstration Programs; Educational Innovation; *Effective Schools Research; Elementary Secondary Education; Mathematics Education; *Reading Programs; *Rural Schools; School Districts; School Effectiveness; Science Education; Special Education; *Teaching Methods; Thinking Skills
IDENTIFIERS- *New Jersey

This directory provides information about promising practices, ideas that work, strategies, and resources to improve education for all students in rural schools. The document contains the following articles from the literature: (1) "Motivation: It's Essential to Achievement" (Erling Clausen); (2) "Consolidate, Cooperate, or Collaborate: Dilemmas of Rural Schools" (Natalie Carter Holmes); and (3) "What Does a Rural Superintendent Really Do?" (Ray Church, et al.). The section titled "Promising Practices in New Jersey Rural Schools" profiles 13 programs considered exemplary by the U.S. Department of Education's Program Effectiveness Panel. Each profile provides the program title, audience, description, requirements, services, and a contact person. Eight programs are highlighted in the section, "Ideas That Work in New Jersey Rural Schools." They were submitted by rural teachers and administrators in response to a survey designed to identify successful practices through innovations in the school and classroom. Descriptive and contact person information is provided. The final section is a "Directory of Rural Schools in New Jersey." It contains lists of New Jersey Rural Assistance Council members, Research for Better Schools' Rural Education Program Staff, and county superintendents with rural school districts. A map of New Jersey Rural School Districts is included. Lists of rural school districts are provided by county, in alphabetical order by school district, and in alphabetical order by superintendent. (KS)

ED 339 559 RC 018 227

Bobbett, Gordon C.; And Others
A Study of "Goodness" in Six Rural Appalachian High Schools.
SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- 4 Apr 91
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; *Effective Schools Research; *Goal Orientation; High Schools; *Institutional Characteristics; *Rural Schools; School Effectiveness; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Appalachia; Kentucky; Tennessee

This study identified common characteristics in six "good" secondary schools in the rural Appalachian regions of Kentucky and Tennessee. Three schools from each state were selected for study based on nominations by Chief State School Officers and local superintendents and ratings based on statistical information about the schools. Two researchers made site visits at each of the six schools to: (1) interview the principal, a counselor, and nine faculty; (2) administer the Wayson School Climate and Context Inventory; (3) administer an 18-item survey delineating Likert's Organizational Characteristics in terms of administrative and faculty relationships; and (4) collect anecdotal data based on observations in the school. The data

Arizona. From these regional sites, field coordinators administer classes in off-campus settings, advise students on degree programs, and oversee other CEE outreach projects. The following are examples of CEE partnerships: (1) Arizona Western College, a 2-year community college, offers upper division undergraduate and graduate courses in education; (2) students at the Point Loma Nazarene College in San Diego (California) can earn doctoral degrees in Educational Leadership; (3) a Master's Degree in Bilingual/Multicultural Education is offered on site in a 90% Hispanic school district; (4) lower division courses necessary for teacher certification are offered under agreements with six Arizona Community Colleges; (5) preparation for native teachers to teach in native schools are offered in cooperation with Navajo Community College (Arizona); (6) returning Peace Corps Volunteers teach in reservation schools while working toward certification; (7) model programs have been developed and implemented in two reservation schools through CEE; and (8) CEE supplies doctoral students or faculty as "administrators-on-loan" for districts who have found themselves without a chief administrative officer. In addition to helping improve rural education, CEE's off-campus programs have proved profitable for Northern Arizona University. (KS)

ED 339 577 RC 018 419

McKinley, Kenneth H.
Restoration of One-Room School Facilities in Oklahoma.
PUB DATE- 14 Oct 91
NOTE- 10p.; Paper presented at the Annual Conference of the National Rural Education Association (83rd, Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; Financial Support; History; *Improvement; *Museums; *One Teacher Schools; *Rural Schools; School Administration
IDENTIFIERS- Oklahoma; *Restoration

Within the last 4 years, four one-room school houses have been restored for use as educational museum facilities. These include the Pleasant Valley School in Stillwater, Oklahoma; the Rose Hill School at Perry, Oklahoma; the old school located on the grounds of the Harn Homestead Museum in Oklahoma City, Oklahoma; and the Old Roll School, located in the City Park in Cheyenne, Oklahoma. In almost all cases, the one-room school facilities were restored because an interested group of citizens became concerned with the possible loss or destruction of the aging schools. Financing for restoration varied among sites. Two sites were financed through private donations of money, materials, and time. The Rose Hill School project was supported through state and federal supplements. The restored schools are used for educational, community, civic, and other service groups. The Pleasant Valley School and the Old Roll School are owned by the cities in which they are located, and are governed by local councils or committees. The Rose Hill School is owned and operated by the Oklahoma Historical Society. The Pleasant Valley School is used by fourth grade classes from within an approximate 50-mile radius of Stillwater to participate in an all-day living history curriculum. The School has been placed on the National Register of Historic Places and has received numerous awards. These schools not only provide unforgettable history lessons, they also provide their natural resources, environmental education, and recycling and waste management. (JJK)

ED 339 595 SE 052 369

Only One Earth: United Nations Environmental Sabbath/Earth Rest Day, June 1-3, 1990. Resource Guide.
PUB DATE- Mar 90
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Environmental Influences; Postsecondary Education; *Religion; *Resource Materials; *Songs
IDENTIFIERS- *Environmental Action; Environmental Issues; *Prayer

This publication was assembled with the idea of assisting religious leaders in all denominations to conduct services which would relate to the healing of Planet Earth in conjunction with the first United Nations Environmental Sabbath during June, 1990. Part I is introductory, in nature, and contains factual data concerning the following environmental issues: global warming and climate change, ozone depletion, global air pollution, freshwater resources and water quality, oceanic and coastal resources, deforestation and desertification, biological diversity, sound management of biotechnology, hazardous waste and toxic chemical disposal, the environmental aspects of communicable diseases, and the hazards of pollution. Part II outlines non-sectarian actions, prayers, and songs suggested for use during the Environmental Sabbath celebration, along with denominational proclamations and prayers from the following religions: Buddhist, Christian, Hindu, Jewish, Moslem, Native American, Society of Friends, Baha'i, Sikh, and Society for Krishna Consciousness. Part III contains selected bibliographic sources, a listing of 101 environmentally appropriate everyday actions promulgated by Interspecies Communication, the Citizens' Treaty for Common Ecological Security prepared by Earth Covenant, and a listing of the members of the advisory board and the planning committee for the first North American Environmental Sabbath. (JJK)

ED 339 596 SE 052 409

Ground Water Education in America's Schools: A Catalog of Resource Materials for Elementary and Secondary Education Professionals.
PUB DATE- Aug 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Activity Units; Computer Games; Computer Software Selection; Conservation Education; Curriculum Guides; Educational Games; Elementary Secondary Education; *Environmental Education; *Groundwater; *Learning Activities; *Resource Materials; Videotape Recordings; *Water Resources; Workbooks
IDENTIFIERS- Posters

More than 13 million privately-owned wells and over 100,000 public water supply sources pump ground water to approximately 123 million Americans daily for personal, commercial, Solving; *Student Attitudes; *Television Curriculum; Thinking Skills

IDENTIFIERS- *Square One TV

The ideas of the nature, purpose, and scope of mathematics held by students is an issue of interest to the mathematics education community. Movement from a mathematics as discrete operations perspective to a mathematics as problem-solving perspective is a desired change in mathematics education reform. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV, a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from 4 public schools in Corpus Christi, Texas. Attitude data was collected from a subgroup of 24 students exposed to 30 SQUARE ONE TV programs and from 24 students in a control group having no SQUARE ONE TV contact. Presented in this paper are the children's constructs of mathematics and change effected by viewing SQUARE ONE TV programming, as evaluated through an Attitude Interview and an Essay. Among the results are: (1) viewers made significantly greater gains than nonviewers in the proportion of statements mentioning more complex problem solving made in the Attitude Interview; (2) viewers produced a significantly greater proportion of advanced mathematics statements than the nonviewers in the posttest; and (3) no significant main effects of sex, ethnicity or socioeconomic status (SES) occurred in any results. Findings indicated that SQUARE ONE TV had an impact on children's discrete operations constructs of mathematics. The interview questions are attached. (MDH)

ED 339 612 SE 052 602

Fisch, Shalom M.; Hall Eve R.

Back to Square One: Interrelationships among Problem Solving, Attitudes toward Mathematics, and SQUARE ONE TV.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.

PUB DATE- Apr 91

NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). For a set of five volumes of research on this topic, see SE 052 595-598. For more related research, see SE 052 599-604.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; Attitude Measures; *Childrens Television; Cognitive Structures; Cognitive Tests; *Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Problem Solving; *Student Attitudes; *Television Curriculum; Thinking Skills

IDENTIFIERS- *Square One TV

Proponents of mathematics education reform have emphasized both cognitive and attitudinal goals, seeking improvement in children's problem-solving skills and in their attitudes toward mathematics. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV, a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from 4 public schools in Corpus Christi,

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Cultural Context; *Cultural Education; Cultural Influences; *Cultural Traits; Environmental Influences; Foreign Countries; *Foreign Culture; Global Approach; Philosophy; *Regional Characteristics; Religion; *Resource Materials; Secondary Education; Social Studies
IDENTIFIERS- *Japan; *Japanese Culture

A collection of materials to help teachers and students learn how the relationship of the Japanese people to their natural surroundings is integral to an understanding of Japanese culture. The materials are organized into the following sections: (1) Introduction: Ura ni wa Ura ga iru (The reverse has its reverse side); Kami-sama no Kuni (Land of the Gods); Nihon no Sozo-sha (Japan's Creation). (2) The Concept of Nature: Shukyo to Firosofikaru Saisho (Religious and Philosophical Origins); Shinto (The Way of the Gods); Buddhism (The Religion of Eternity); Zen (Meditation); Confucianism (Moral Code); Ki (The Universal); Shibui (The Relationship between Elegance and Simplicity); Chado (The Way of the Tea); Ikebana (Flower Arrangement). (3) The Effects of Nature on Culture: Shodo (Calligraphy); Mon (Crests); Kenchiku (Architecture); Ichiban Ii Tokoro (The Best Places); Bungaku (Literature); O'Matsuri (Festivals); Bijutsu no Yugen (Mystery and Depth in Art). (4) Conclusions: Wa (Collective Harmony). A 52-item bibliography is included. (DB)

ED 339 633 SO 021 435

Drugs in the Schools. Exercises in Participation Series. Student Text. Second Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Current Events; *Drug Education; *Illegal Drug Use; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Problem Solving; *Public Policy; Social Problems; Student Educational Objectives; *Student Participation; *Student Projects

Designed to aid middle school-aged students to understand better the problems illegal drugs pose for schools, and to provide students with an opportunity to come up with solutions, this illustrated curriculum guide helps students examine the problem of drugs in an imaginary school called Jackson Middle School. Students are asked to work with other members of their class to develop a plan to deal with the problem of drugs in that school. The lessons included in the curriculum are: (1) What is your opinion about the use of illegal drugs? (2) How serious is the drug problem at Jackson Middle School? (3) What can you learn from newspapers about the national drug problem? (4) How serious is the national drug problem? (5) What makes a good rule? (6) What should be considered in creating a plan to solve the drug problem? and (7) How can your class develop a plan for solving the drug problem at Jackson Middle School? (DB)

ED 339 650 SO 021 571

James A. Michener on the Social Studies: His Writings in Publications of National Council for the Social Studies from 1938-1987. Bulletin No. 85.
PUB DATE- 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Educational Theories; Elementary Secondary Education; Role of Education; Social Problems; *Social Studies; Teacher Education; Teacher Role; Teaching Experience; Teaching Methods
IDENTIFIERS- *Michener (James A); *National Council for the Social Studies

The writings by the novelist James A. Michener that have appeared in publications of the National Council for the Social Studies from 1938 to 1987 are presented as a collected work. The titles of the included articles are: "Music and the Social Studies"; "Participation in Community Surveys as Social Education"; "The Problem of the Social Studies"; "The Beginning Teacher"; "Discussion in the Schools"; "The P.E.A. Report"; "Teachers in the Community"; "The Mature Social Studies Teacher"; "James Michener Comments on Words and Exploration"; "James A. Michener Comments on the 'Anti-Science Epidemic'"; and "James A. Michener: Reaffirmations of a Permanent Liberal." A page containing some significant quotations from the work reproduced precedes each article. A list of works by James A. Michener also is included. (DB)

ED 339 651 SO 021 575

Lynn, Karen
Non-Print Social Studies Materials--Elementary School Level.
PUB DATE- Jun 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Databases; *Educational Media; Educational Resources; Elementary Education; Films; Filmstrips; Hypermedia; *Nonprint Media; Resource Materials; *Social Studies; Tape Recordings; Telecommunications; Videotape Recordings

Types of non-print social studies materials developed for presentation to, and use by, elementary school students are identified. "Non-print" materials include films, filmstrips, video cassettes, audio recordings, computer databases, telecommunications, and hypertext. An explanation of why elementary school students can benefit from the use of these resources is given, and an example of one person's experience in searching databases is presented. A bibliographic directory is included, as are selected references and selected catalogs, each contained in a separate appendix. (DB)

ED 339 652 SO 021 580

Hogan, Padraig, Ed.

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Educational Objectives; *Educational Policy; *Educational Research; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Females; Public Policy; Public Schools; *Sex Bias; Sex Discrimination; Sex Fairness; Sex Role; *Sex Stereotypes; Social Science Research; Student Participation; Test Bias; Testing; *Womens Education

The educational experience of girls has been largely ignored in the current education debate in the United States. This absence does not mean that boys and girls have identical educational experiences in school. This report challenges the common assumption that girls and boys are treated equally in U.S. public schools by providing a synthesis of all available research on the subject of girls in school. The volume indicates that girls are not receiving the same quality, or even quantity, of education as boys. Divided into five parts, Part 1 of this report, an introduction, discusses the rationale for the study, points out the absence of topics related to females in the current educational debate, and offers an overview of the development of gender roles. Part 2 reviews data on the achievement and participation of females in public school programs from preschool through the senior year of high school, with attention given these topics: race, sex, socioeconomic status, and academic; teen pregnancy and motherhood; vocational education; and dropping out of school. Part 3 looks at sex and gender bias in testing. Part 4 focuses on the school curriculum from three perspectives: the Formal Curriculum, or the content of curricular materials; the Classroom As Curriculum, measuring the ways in which the materials are taught; and the Evaded Curriculum, the things that are not taught in the nation's schools. Part 5 contains 40 recommendations to improve education for both girls and boys. Two appendices and reference lists include: (1) 35 educational reform. reports, 22 educational reform reports, and the national educational goals; and (2) the condition of indicators on gender equity, and available indicators for monitoring gender equity in education. A list of contributors to the report also is included. (DB)

ED 339 675 SO 030 051

Bache, Ellyn
Culture Clash. Second Edition.
PUB DATE- 89
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; Cross Cultural Training; Cultural Background; Cultural Differences; Cultural Influences; Cultural Interrelationships; Culture Conflict; *Culture Contact; Ethnic Relations; *Foreign Culture; *Intercultural Communication; Intercultural Programs; *Refugees; *Social Integration
IDENTIFIERS- Sponsors; *Vietnam

This monograph provides a first-hand account of the experience of a U.S. family who sponsored a Vietnamese refugee family from 1975-1979. The book, which is comprised of journal entries,

NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Comparative Education; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Teacher Certification; Teacher Characteristics; *Teacher Education Programs; Teaching (Occupation)
IDENTIFIERS- China; England; Japan; Nicaragua; *Reform Efforts; United States; USSR; Wales

This volume examines teacher education in countries having vigorous reform movements, along with their potential to influence other countries. The issue of teacher education in liberal and people's democracies as well as in industrial and developing countries is studied. Attention is called to such topics as aims and content of teacher education; the selection, retention, and certification of teachers; the organization, administration, and control of teacher education; and the social and intellectual characteristics of teachers and teacher educators. Following an introduction by the editor, the book is organized into two parts, each consisting of three chapters. Part 1, entitled "Teacher Education in Liberal Democracies," includes: "The Education of Teachers in England and Wales" (Harry Judge); "The Education of Japanese Teachers: Lessons for the United States?" (Willis D. Hawley); and "Research and Teacher Education in the American University" (Marvin Lazerson). The second part, "Teacher Education in Peoples' Democracies," incorporates "Teacher Education in the Soviet Union: Processes and Problems in the Context of Perestroika" (Valeri M. Pivavarov); "Teacher Education in Revolutionary Nicaragua" (Robert F. Arnove and Anthony Dewees); and "Teacher Education in the People's Republic of China" (Lynn Paine). (LL)

ED 339 695 SP 033 489

Prentice, Alison, Ed.; Theobald, Marjorie R., Ed.
Women Who Taught: Perspectives on the History of Women and Teaching.
PUB DATE- 91
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Educational Development; *Educational History; Elementary Secondary Education; *Feminism; Foreign Countries; Higher Education; Historiography; Private Schools; Professional Associations; Public Schools; Rural Education; *Teaching (Occupation); *Women Faculty; *Womens Studies; Writing for Publication
IDENTIFIERS- Australia; Canada; Great Britain; Nineteenth Century; Twentieth Century; United States

This book addresses the impact of women on education, an area historians have largely ignored, by bringing together a wide range of essays by feminist historians. An introduction entitled "The Historiography of Women Teachers: A Retrospect" is followed by three sections. The first, "Women Teaching in the Private Sphere," includes: "Schoolmistresses and Headmistresses: Elites and Education in Nineteenth-Century England"; "'Mere Accomplishments?' Melbourne's Early Ladies' Schools Reconsidered"; and "'The Poor Widow, the Ignoramus and the Humbug': An Examination of Rhetoric and Reality in Victoria's 1905 Act for the Registration of Teachers and

Motivational Differences in Students' Perceptions of Classroom and Standardized Achievement Tests.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Age Differences; Attitude Measures; Classroom Research; Comparative Testing; *Elementary School Students; Grade 5; Grade 8; High Achievement; Intermediate Grades; Junior High Schools; *Junior High School Students; Low Achievement; *Standardized Tests; *Student Attitudes; Student Motivation; Teacher Made Tests; Test Validity
IDENTIFIERS- California Achievement Tests; Michigan

How students perceive standardized tests and routine classroom tests on subject matter units was studied by surveying 61 fifth-grade and 65 eighth-grade students in public schools in Michigan. It was hypothesized that older students would more often distinguish between the types of test and would be more cynical and less motivated than would younger students, and that high-achieving students would express more positive attitudes in both grades compared to lower achieving students. The standardized test was the California Achievement Test. A 56-item survey assessed student attitudes. Fifth-graders did not distinguish between the types of test as much as did eighth-graders. Younger students had more positive attitudes. The highly discriminated attitudes of the eighth-graders suggest developing disillusionment with standardized tests, a growing sense of their unimportance, and a suspicion of their validity. By grade 8, students did not incorporate standardized test results in their perceptions of their own ability. A 9-item list of references is included. Three tables present study data and survey questions. (SLD)

ED 339 714 TM 017 534

Baker, Eva L.; And Others
The ACOT Report Card: Effects on Complex Performance and Attitude.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- 89
NOTE- 24p.; The appended graphs contain small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Computer Uses in Education; Educational Technology; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Futures (of Society); High School Students; *Outcomes of Education; Program Evaluation; *Program Improvement; Standardized Tests; *Student Attitudes; Writing (Composition)
IDENTIFIERS- *Apple Classrooms of Tomorrow; School Technology Assessment Research Model

The Apple Classroom of Tomorrow (ACOT) program was designed to study what happens when "tomorrow's" educational resources, such as individual computer support, are available in the classroom. Student achievement and attitudes were evaluated at five elementary school and secondary school sites located in four states and encompassing urban, suburban, and rural communities. Data were collected during the third year of the program, using the School Technology Assessment/Research (STAR) model developed at the Center for the Study of Evaluation at matter), colleagues (other subject matter), ratings by department chair or dean, administrator ratings, evaluation by instructional consultants, and other sources unique to the given aspect of teaching. It is evident that evaluating college teaching adequately requires more time than has generally been given in the past. An 11-item list of references is included. (SLD)

ED 339 732 TM 017 636

Cashin, William E.
Student Ratings of Teaching: Recommendations for Use. Idea Paper No. 22.
PUB DATE- Jan 90
NOTE- 7p.; For a related paper, see ED 302 567 (Idea Paper No. 20).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *College Instruction; College Students; Data Collection; *Evaluation Utilization; Guidelines; Higher Education; *Professors; Program Design; Program Implementation; Rating Scales; *Student Evaluation of Teacher Performance; *Systems Development; *Teacher Effectiveness

Recommendations for deriving and using student ratings of college teachers are presented. General recommendations for teacher evaluation include: (1) using multiple sources of data about a faculty member; (2) using student ratings as one aspect; and (3) determining the purpose of the ratings before they are collected. Ten specific recommendations are made for the design, implementation, and interpretation of a student rating system. Suggestions are also made for short and long (diagnostic) rating forms that include open-ended comments. Six recommendations are made for the administration of the student rating system; these include anonymity of student raters. Final steps in interpretation support the development of a written explanation of how analyses of student ratings are to be interpreted and appointment of a faculty member as a consultant to help the faculty use the ratings. A 20-item list of references is included. (SLD)

ED 339 733 TM 017 640

Hofmann, Rich; Sherman, Larry
Coopersmith Self-Esteem: Two Different Hypothesized Factor Models--Both Acceptable for the Same Data Structure.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Algorithms; Chi Square; *Factor Structure; *Goodness of Fit; Hypothesis Testing; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Models; Psychometrics; *Self Concept Measures; Self Esteem; Test Theory
IDENTIFIERS- *Coopersmith Self Esteem Inventory; Exploratory Factor Analysis

Using data from 135 sixth-, seventh-, and eighth-graders between

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Career Awareness; *Career Development; Child Rearing; Gifted; High Achievement; Higher Education; High Schools; *High School Seniors; Labor Force Nonparticipants; Longitudinal Studies; *Racial Differences; Self Esteem; Self Evaluation (Individuals); *Sex Differences; *Success; Work Attitudes
IDENTIFIERS- *ASHE Annual Meeting; Illinois; *Valedictorians

This paper presents some of the findings of the Illinois Valedictorian Project, a longitudinal study of 81 top high school students just completing its 10th year. In particular the effects of gender, race, academic talent, and the relationship of undergraduate experiences to early adult achievement and tacit knowledge were examined. Data was collected through five to six semi-structured interviews and periodic questionnaires. The first 5 years revealed gender differences in intellectual self-esteem and career aspirations with females lowering their estimate of their intelligence over their college years. Women also showed concern about combining career and family and planned to interrupt their future labor force participation for child rearing. At the 10 year mark gender differences were evident with women either out of the labor force due to child rearing or generally employed in female dominated fields while men were in business and technical fields. Three individual case studies are included: two women and one African American male. These studies highlight the research findings indicating that women and minority valedictorians lacked tacit knowledge about how to build careers and were constrained in career development by lack of support and role models. Included are 10 references. (JB)

ED 339 298 HE 025 083

Carroll, James B.
A Typology of Career Movements of Department Chairs: Identifying Academic Leadership. ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Role; *Career Development; College Faculty; *Department Heads; Higher Education; Intellectual Disciplines; Leadership; *Sex Differences; Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting; Biglan Model

This study examined the career behaviors of department chairs in higher education and investigated possible context variables which may correlate with specific identified patterns of career movement. A total of 808 department chairs from 101 institutions were sent a questionnaire survey. The participants were distributed over eight Biglan model categories of academic discipline. The gender variable highlighted differences among chairs: (1) 1 in 10 chairs were female; (2) men were full professor for longer than women before becoming chair; and (3) females, more than males, expressed interest in administrative positions. When comparing department chairs from "hard" and

PUB DATE- Nov 91
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Environment; College Students; Comparative Analysis; Data Analysis; *Educational Environment; Higher Education; Learning Activities; Learning Experience; Nontraditional Students; Predictor Variables; Residential Colleges; Student Characteristics; Student Development; *Undergraduate Study; Universities; Urban Education
IDENTIFIERS- *ASHE Annual Meeting

Using a sample of 738 students from 4 metropolitan universities--University of Alabama at Birmingham, University of Louisville (Kentucky), University of North Carolina at Charlotte, and Wichita State University (Kansas), data from Pace's College Student Experience Questionnaire, and a modified form of Pascarella's general causal model, a study assessed the effects of background characteristics, differential college environments, and individual effort on student gains in intellectual and social skills. The model was augmented with variables descriptive of urban students, such as: part-time or full-time enrollment status, non-traditional or traditional age, on/off campus living arrangements, and marital status. The study found that such student background characteristics had no direct effects on gains, but they did have indirect effects via effort and environmental conditions. Overall, the study findings suggest that, in order to increase gains, non-traditional students at metropolitan universities must be approached by academic and student affairs professionals in ways different than their traditional counterparts at residential colleges. Appendices provide lists of College Student Experiences Questionnaire effort scales, environment scales, and estimate of gains scores. Contains 23 references. (Author/GLR)

ED 339 317 HE 025 102

Lafer, Mark
Race, A Variable Construct in Introductory Textbooks for Select Social Sciences Curricula in Contemporary American Undergraduate Education. ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 91
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Curriculum; *Curriculum Development; Curriculum Evaluation; Higher Education; *Introductory Courses; Literature Reviews; *Race; *Racial Attitudes; Social Sciences; *Textbook Bias; *Textbook Research; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

This paper discusses the inclusion of race, both as a construct and as an issue, in the introductory level of the college social science curriculum. First, a review of the literature concerning the general higher education curriculum indicates that a general education should prepare students for citizenship. Next, the paper presents evidence that race

Vocational Rehabilitation

This document consists of 4 years worth of issues (16 issues) of the quarterly "Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education" (otherwise known as the "AHSSPPE Bulletin"), extending from 1983 through 1986. Some feature articles during this process have the following titles and authors: "Strategies for Course Modification for Enhanced Accommodation of Nontraditional Learners" (Fred L. Wilson); "Attitudes and Behaviors toward Physically Disabled Students: Discussions with Faculty" (Bob Nathanson); "Developing Competence and Autonomy for Disabled Students" (Janet K. Huss); "Financial Aid/Vocational Rehabilitation Agreements--Are They Working?" (Richard Harris); "The Emergence of Disability Studies" (David Pfeiffer and Alexa Novak-Krajewski); "Specialized Career Services: An AHSSPPE Survey" (Debra Sampson); "Academic Adjustment for Students with Learning Disabilities: What's Appropriate?" (Sam Goodin); "The Learning Disabled College Student: Problem Areas and Coping Strategies" (Renee L. Goldberg); "Has 94-142 Failed the College-Bound Disabled Student?" (Richard Harris); "A Retention Program for Students with Learning Disabilities: One University's Success" (James K. Bowen and Bernard C. Kinnick); "Fostering Independence in Learning Disabled Students: A Counseling Approach" (Arunas Kuncaitis); Sign Language Transliteration and its Necessity in the University Classroom: A Position Paper" (Darlene Morkert and Carol Funckes); "Facilities and Services for Handicapped Students in Christian Colleges: A Research Study" (Duane Kuik et al.); "Tapping Diversity within Higher Education: Some Lessons Learned" (Jeff Porter et al.); "Developing a Reading Program for Dyslexic College Students" (Pamela B. Adelman); "Self Advocacy" (David Pfeiffer); "The Emergence of the Study of Disability and Society at the University of Southern California" (Harlan Hahn and Paul K. Longmore); "Postsecondary Education for Disabled Students--Written Testimony" (William Scales); "The Role of College Disabled Student Service Programs in Providing Access to the Microcomputer" (Victor H. Margolis); "Appropriateness of Academic Adjustments for Students with Learning Disabilities: Perceptions of Service Providers" (Russ Bumba and Sam Goodin); "Faculty Awareness of the Needs of Physically Disabled Students in the College Classroom" (Carroll Jo Moore et al.). References accompany most articles. (DB)

ED 339 336   HE 025 124

Lesh, Kay, Ed.; Ozer, Martha, Ed.
Journal of Postsecondary Education and Disability. Volumes 5-8, 1987-1990.
PUB DATE- 90
NOTE- 402p.; Formerly titled the "AHSSPPE Bulletin."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); College Students; Computer Assisted Testing; Counseling Techniques; *Disabilities; Hearing Impairments; Higher Education; Learning Disabilities; Mainstreaming; Postsecondary Education; Sex Differences; Social Integration; Staff Development; Student Attitudes; Student Characteristics; Tutoring

This document consists of the eleven issues of the "Journal of Postsecondary Education and Disability" issued from 1987 through 1990. Ostensibly a quarterly, the jouranl had only two numbers in 1987, three in 1989, and two in 1990. Some feature articles during this period have the following titles and

ED 339 354 IR 015 300

Baker, R. A.; Hansford, B. C.
An Evaluation of a Two Week Teaching Trial Using Interactive Video Technology: Perceptions of Students and Staff.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Distance Education; Foreign Countries; Higher Education; *Instructional Effectiveness; *Instructional Innovation; *Interactive Video; Questionnaires; *Student Teacher Attitudes
IDENTIFIERS- Australia; Compressed Data Interactive Video Technology; *University of New England (Australia)

This report is concerned with an evaluation of a 2-week teaching trial in 1989 that utilized compressed data--interactive video technology. The trial was a collaborative venture of the University of New England (UNE), TELECOM, the Department of Education, Employment and Training (DEET), and SONY. In general, the University of New England supplied the educational resources, TELECOM the communications hardware, SONY the production equipment, and DEET the specific project and evaluation expenses. The trial was conducted between the UNE Armidale campus and the UNE Coffs Harbour campus, and involved the internal students enrolled at Coffs Harbour (38 students), UNE staff members (23 teachers), and some externally enrolled UNE students (17 students). Courses for internal students included economics, econometrics, accounting and financial management, principles of mathematics, and politics; courses for external students were psychology, English, geography, sociology, and history. Two-megabyte transmission was used in the first week and 384 kilobyte-transmission in the second week. All but one of the instructional sessions were transmitted from Armidale. Sessions were held in either a large lecture theater or a small conference room. Data were obtained using a series of Likert scale items and open-ended questions completed after each instructional session by the three groups. Data were analyzed using multivariate analysis of variance (MANOVA) to determine whether there was an overall difference in responses to a set of items when related to type and location of teaching sessions. The results, which are presented in three main sections, indicated general satisfaction with the physical presentation of the instruction and pacing of the material. Just over half of the internal students regarded the interactive video classes as fairly useful, while a quarter of them thought the classes were not very useful. Comments from the external students proved to be more positive, while teacher comments were quite varied. Appendices include a schedule of trial classes and the questionnaires used in the study. (DB)

ED 339 355 IR 015 304

Educational Technology: Computer-Based Instruction. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 91
NOTE- 180p.; No. 36. Reprints of articles on pp. 95 and 164-167 will not reproduce well because of small type size.
LANGUAGE- English

section provides an overview and serves as an orientation aid and ready reference tool for bibliographers and other collection development librarians. The second part covers the Conspectus methodology and procedures in detail and is intended to provide a handbook for planning, organizing, and carrying out the library's collection assessment within the framework of NCIP. This part also presents a brief history of NCIP and deals with issues and questions relating to the Conspectus methodology. The third part discusses four approaches to collection assessment: qualitative methods; quantitative methods; sampling methods; and list-checking methods. A variety of reference documents, examples, and statistical aids are appended. (MAB)

ED 339 372　　　　IR 053 823

Evans, John E.
Academic Library Finance, 1970-1985: A Review of the Literature.
PUB DATE- Aug 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Cost Indexes; Fees; *Financial Support; Higher Education; Information Needs; Information Retrieval; *Information Services; Library Automation; Library Research; *Library Role; *Library Services; User Satisfaction (Information)
IDENTIFIERS- *Memphis State University TN

Developed as a preliminary, literature-based study for a larger work in progress, this report summarizes the financial condition of academic libraries during the critical period from 1970 through the mid-1980's. The paper examines and addresses the issues which arose as libraries emerged from the 1960's, a time of unprecedented growth in library diversity, funding, and collections, which paralleled the growth of the academic institutions the libraries were intended and designed to serve. The issues that libraries encountered in this environment include: (1) increased scholarly productivity evidenced by the proliferation of journal publications, journal articles, monographs, and other reporting media; (2) growth in demand by scholars and researchers for increased stocks of relevant intellectual resources; (3) increasing rates of cost increases (a double hazard) for these relevant materials; (4) new and expensive information technologies that increased awareness of, and intellectual access to, the increasing number of needed research materials; (5) the growth in service demand to accomplish the physical access to these needed, relevant materials; (6) the emergence of the fee-for-service mechanism to reduce demand, support the costs of extended service, and expand the funding base for library operations; and (7) reduced funding or limited funding increases insufficient to keep pace with financial needs and demands that had been previously supported and maintained. An analysis and review of these issues and problems is provided, interpretations are cited, theoretical and practical responses noted, and representative statistics are compiled. (85 references) (Author/MAB)

ED 339 373　　　　IR 053 824

Lee, Hwa-Wei
Library Development, Resource Sharing, and Networking among Higher Education Institutions in Papua New Guinea. Preliminary

Education
IDENTIFIERS- *Holocaust; *Holocaust Literature

This annotated bibliography and filmography was compiled in the effort to respond to the need for teaching Holocaust literature and European history surrounding the Holocaust. Focusing on the personal narrative, this study takes a multimedia instructional approach, examining English-language materials of which librarians often have little knowledge. Published listings, publishers' catalogs, review periodicals, and online databases have been consulted, and items reviewed, in order to compile a useful bibliography that addresses the concerns of the young adult librarian. The bibliography limits its coverage of written works to those published between 1980 and 1991; however, films and videos were included regardless of their production dates. Consideration has been given to the literary or cinematic quality of a work as well as its ability to attract and hold the attention of young adults. Citations are presented under the following subject headings: Resources for Holocaust Study and Teaching (48 references); Collected Works (8 references); Escape (5 references); Hiding (5 references); Organized Resistance (2 references); Ghetto and Camp Existence (35 references); Being a Non-Jew in the Third Reich (4 references); Being a Half-Breed (2 references); and Filmography (8 references). A subject index concludes the document. (DB)

ED 339 391 IR 053 847

White, Gary W.
Approval Plan Use in Ohio's State Supported Academic and Research Libraries: A Budgetary Analysis.
PUB DATE- May 91
NOTE- 53p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Budgets; Higher Education; *Library Acquisition; Library Collection Development; *Library Materials; *Library Networks; Library Surveys; Questionnaires; Research Libraries; *Use Studies
IDENTIFIERS- *Approval Plans; *Ohio

A survey was conducted in those academic and research libraries that are involved in the OhioLINK project to determine their use of approval plans and their budgetary patterns. Written questionnaires were used to collect data in order to examine approval plan use, approval plan and firm order budgeting, and vendor use. Analyses of the responses reveal patterns of approval plan spending and usage, and compare approval plan use with monographic firm ordering. It was found that the number of approval plans used has grown over the last 4 fiscal years; the 1990-1991 fiscal year is the first year in which approval plan spending is higher than spending for monographic firm orders; and larger libraries tend to both have a larger number of approval plans and to spend a larger percentage of their budgets on approval plans. A copy of the questionnaire and data from the survey responses are appended. (60 references) (MAB)

ED 339 392 IR 053 848

Dimmick, Judith A.
The Status of Faculty Status in Ohio Academic Libraries, 1990.
PUB DATE- 91
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English

ED 339 410 JC 910 549

Minor, James F.; Preston, Kenneth M.
Peer Coaching at the Junior College Level: Developing a Non-Threatening Environment.
PUB DATE- May 91
NOTE- 21p.; Paper presented at the National Conference on the Adult Learner (Columbia, SC, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Community Colleges; *Faculty Development; Inservice Teacher Education; Lesson Observation Criteria; Models; *Peer Evaluation; Peer Influence; *Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Improvement; Two Year Colleges

In an effort to improve the quality of teaching at Oklahoma Junior College (OJC), the college's administration mandated peer coaching as part of a peer evaluation process. Peer coaching, a means of keeping valuable experience from being lost to the college due to death, retirement, or other separation, encourages instructors to learn about the art of teaching from and with their associates. The key in establishing a peer coaching program is the development and guarantee of non-threatening environments. At OJC, the following ground rules were established after extensive planning sessions with the faculty: (1) the administration is not to participate in any peer observations or in any feedback sessions; (2) the process must be non-evaluative and non-punitive and yet have the support of the administration; (3) the process is not intended to replace administrative or student evaluations; (4) the process is to develop according to each instructor's needs; (5) the administration is required to provide staff development sessions during inservices; (6) all peer encounters will be positive in nature and confidentiality will be preserved by all parties; and (7) the administration will require faculty members to turn in completed and approved peer observation forms three times a year stating that peer coaching has taken place. Because a peer coaching program cannot survive without a companion staff development program, the Minor-Preston model was developed, which defines the role of the faculty and the administration in relation to the staff development process, while outlining a combination of instructor evaluation methods and inservice opportunities. In addition, the complementary Minor-Preston peer coaching model was created, providing seven different observation techniques designed to match the individual styles and needs of instructors. (24 references) (JMC)

ED 339 411 JC 910 550

Peninsula College--P.C.F.A. Agreement, 1989-1992.
PUB DATE- 89
NOTE- 66p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job

College Students

The primary mission of Kishwaukee College (KC), one of Illinois's 40 community colleges, is to serve the educational needs of the district within which it resides. This central mission is addressed through two-year pre-baccalaureate programs; career education; adult basic and secondary education; community education courses, workshops, and seminars; and management and employee training courses. In fall 1991, the average age of students at KC was 28; minority group members constituted 12% of KC's student body, while representing 5.6% of the total district population; and 80% of KC's students were employed while enrolled. The average class size in transfer and occupational courses was 18 students. The college offered 64 credit hour associate degree programs which prepared students to transfer to senior institutions. Approximately 41% of the students were enrolled in transfer programs, while approximately 28% were enrolled in associate of applied science degrees or certificate programs designed to lead to employment. Some 8% of the student population was enrolled in courses and programs offered by the adult basic education division which included courses in basic reading, writing, and mathematics, courses leading to a high school equivalency diploma, and English-as-a-Second-Language training. For all students enrolled in transfer or occupational programs, 90.3% were in good academic standing at the end of fall 1990. A state study conducted in 1980 ranked KC students third among Illinois community college students in baccalaureate degree completion at state universities. Student opinion surveys conducted in 1988 and 1991 suggested that KC has enjoyed broad student support for its programs and services. (JMC)

ED 339 429   JC 910 568

Krol, Edwin J.
The Origins and Evolution of the Two-Year College from Colonial Times to 1950.
PUB DATE- Dec 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *College Role; *Community Colleges; *Educational Development; *Educational History; *Educational Objectives; Educational Philosophy; Educational Practices; Educational Trends; Ideology; Terminal Education; Two Year Colleges; Universities

The emergence of the community and junior college as an established element of a system of higher education is unique to the United States. The rapid growth of the system can be attributed to three main factors: the idea of the two-year college as instruction oriented in contrast to the research orientation of universities; the constant increase in economic wealth after the Civil War which enabled the country to support more students in college and required a more educated workforce; and a widespread belief in the "American Dream," which includes the notion that society is obligated to provide education for the social and individual good. Four distinct ideological stages can be identified in the development of the two-year college. During the first stage, in the latter part of the 19th and early 20th century, university leaders embraced the two-year college as a place in which the university might unload its burden of adolescents, thereby freeing the university for the higher and loftier pursuit of scientific research. The second stage of the movement occurred between

awarded by the Saddleback College Staff Development Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Environment; Community Colleges; Educational Improvement; Educational Quality; *Institutional Characteristics; Self Evaluation (Groups); *Student Attitudes; *Student Characteristics; *Student College Relationship; Student Educational Objectives; Student Motivation; Student Needs; Student Participation; Tables (Data); Two Year Colleges
IDENTIFIERS- *Saddleback College CA

As part of Saddleback College's (SC's) accreditation process, the Community College Student Experiences Questionnaire was administered to 1,250 students during the second week of classes in fall 1991. The survey focused on the following areas: college environment; institutional effectiveness; estimated gain on a variety of personal/developmental indicators; extent of participation in college activities; quality of effort in college activities; participation in college programs and courses; background, work, and family; and improvement of the questionnaire. Key findings, based on the completed questionnaires of 983 students, included the following: (1) generally, survey participants found that the quality of student services was satisfactory, that students had opportunities to participate in the college decision-making process, and that they had made their greatest gains in acquiring knowledge and skills applicable to a specific job or type of work; (2) writing activities were a prominent part of the college experience for respondents; (3) over 60% of the students at least occasionally used information they had learned in a science class to understand some aspect of their world; (4) 55% of the sample had never read or asked about a student club or organization, 75% had never attended a meeting of a student club or organization, and nearly 30% spent no out-of-class time on campus; (5) 60% indicated that the most important reason for attending SC was to prepare for transfer to a four-year institution; and (6) except for males in the 23-to-27 age group, two-thirds of each age group, both male and female, indicated that they had family responsibilities. Appendixes provide a discussion of the study methodology, and data tables on the estimate of gains, on college activities, and on frequency of participation in various general education areas. (JMC)

ED 339 446 JC 920 009

Delco, Wilhelmina
Access Plus Quality: The Formula for Student Success. The Third Annual Harry S. Truman Lecture, Washington, D.C.
PUB DATE- 1 Feb 88
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Access to Education; Adult Education; Articulation (Education); *College Role; Community Colleges; *Educational Quality; High Risk Students; Role Models; *Student Attrition; *Student Recruitment; Two Year Colleges

Harry S. Truman envisioned the community college as an institution that should reach into every community in America, not just in terms of providing the first two years of a

PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Child Health; Compliance (Legal); *Disadvantaged Youth; Economically Disadvantaged; Models; Needs Assessment; Nutrition; *Preschool Education; *Program Implementation; *Public Schools; Safety; Social Services; Staff Development; *State Programs; Transportation; Young Children
IDENTIFIERS- *Boards of Cooperative Educational Services; *New York

Guidelines are presented for New York's prekindergarten program for 4-year-old children from economically disadvantaged families, which is intended to provide the young child with a comfortable, secure, and inviting transition from home to school. Eligible providers are public school districts and Boards of Cooperative Educational Services, who can apply for state funding to operate these programs. Application and approval procedures are described briefly. Program models are cited, and the following program requirements are outlined: needs assessment, recruitment and selection process, physical facilities, transportation, safety and sanitation, health and nutrition, educational program (staffing, equipment, discipline, evaluation), staff development, parent involvement, social services, continuity of program and services, and coordination with other early childhood programs and community agencies. Compliance with New York State Prekindergarten regulations is also addressed. Definitions, a publication list, and sample forms are appended. (LB)

ED 339 465 PS 020 042

Mears, Cathy
Putting Children First: Coordinating Early Childhood Care and Education. Report of the Child Care Task Force Commission on the Economic Status of Women.
PUB DATE- Feb 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; *Child Welfare; Cooperative Programs; Coordination; *Cost Effectiveness; *Day Care; Early Childhood Education; Economic Impact; *Financial Support; Program Development; Quality Control; Social Problems; *State Programs; State Surveys
IDENTIFIERS- *Minnesota; State Legislatures

This report first outlines the status of early childhood care and education in Minnesota, including the effects of an inadequate child care system on families and society. Issues of quality, cost, and availability of care are then addressed and are the basis of the recommendations for a coordinated child care system. Recommendation 1 (Affordability) calls for, among other things, a sliding fee program and continued legislative commitment to child care. Recommendation 2 (Quality and Availability) proposes increased funding (an additional $7 million in 1992-93), a scholarship program, a tax credit, and child care subsidy formula. Recommendation 3 (Coordination) calls for a state level Early Childhood Care and Education of researchers to think and talk wisely about "partial accomplishments" in development creates a barrier in developmental research. Conceptual schemes are needed to accommodate these partial accomplishments. Three major points are emphasized: (1) research needs to move beyond its dichotomous paradigms and categorical concepts to formulate a more graded and sensible picture of perceptual development in infancy; (2) researchers must rise above questions about discrimination and move toward examining the functional role of perception in action and cognition while trying to link the infant perception research with that of the rest of the human species; and (3) researchers need to pay more attention to the rising tide of biological and computational approaches to perception, which will require extensive effort in training of the new cadre of graduate students and postdoctorate researchers. Contains 26 references. (LB)

ED 339 484   PS 020 086

Even Start: 1990 Program Abstracts.
PUB DATE- 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Delivery Systems; *Disadvantaged; Early Childhood Education; *Federal Programs; Grants; *Home Study; Limited English Speaking; *Parent Child Relationship; Parent Education; Preschool Education; Public Schools; School Districts; *School Readiness; Young Children
IDENTIFIERS- *Even Start; *Family Literacy

Abstracts of 46 projects funded by the U.S. Department of Education's Even Start program in 1990 are presented. Each project is from a different public school, public school district, board of education, or regional educational cooperative. Among the projects reported are the following: Home Instruction Program for Preschool Youngsters (HIPPY) (Arizona); Project 2004 (Alabama); Family Tree Project (Arizona); Pioneer RESA Even Start (Georgia); Community Assistance Reaching Into Neighborhood Groups (CARING) (Georgia); Mobile Preschool Program (Pennsylvania); Family Literacy Program (Virginia); Project Life (Tennessee); Turtle Mountain Project for Parent/Child Learning and Teaching in Home and Learning Environments (North Dakota); Project Family (Mississippi); Willmar Home and School Partnership Project (Minnesota); PACT Program: Parents and Children Together (Massachusetts); Project FLIP: Family Learning--An Integral Partnership (Massachusetts); Family Literacy: Together, A New Beginning (Maryland); Family Tree: Teaching Readiness for Education and Employment (Indiana); and other Even Start projects in more than 20 states. Each abstract gives the program title, a contact person's name and address, the amount of the 1990 grant award, the period of time for which the project has been funded, the length of the academic year, and a description of the project. (LB)

ED 339 485   PS 020 087

Babies and Briefcases: Creating a Family-Friendly Workplace for Fathers. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 11 Jun 91

*Foster Family; Higher Education; Infant Behavior; Language Acquisition; *Parent Child Relationship; Parent Education; Parenting Skills; Physical Development; Play; Postsecondary Education; Questionnaires; Social Development; Toys; Training Objectives; *Young Children
IDENTIFIERS- Colorado State University; Toilet Training

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) factors that interact to affect child development; (2) developmental milestones for infants and young children; (3) parenting processes appropriate to the childhood years; (4) problem areas in the development of foster children; and (5) children's play and safety. The module consist of four lectures. Each lecture includes reading material, and the first two lectures include exercises for individuals or groups. Lecture 1 considers behaviors innate in the newborn and behaviors that develop over time. Lecture 2 considers the importance of an infant's attachment to parents for the infant's development. Milestones of physical, sensorimotor, social, emotional, and language development; typical developmental problem areas; and parenting processes specific to developmental phases are listed for various phases of childhood. Lecture 3 considers developmental problems of foster children. These problems include failure to thrive, poor attachment, difficulties in toilet training, language acquisition delay, and separation. Lecture 4 considers the role of play in learning, and presents guidelines for the selection of developmentally appropriate toys. A reference list of 10 items is provided. A five-page form for evaluating the module is included. (BC)

ED 339 503   PS 020 109

Ulmer, Sherry P.
Developing a Training Program for Head Start Parents in Preparation for Public School Transition of Their Children.
PUB DATE- 91
NOTE- 33p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; Group Unity; Information Needs; *Outreach Programs; Parent Counseling; Parent Education; *Parent Materials; *Parent Participation; *Parent School Relationship; Preschool Education; Pretests Posttests; Public Schools; Questionnaires; *Training; *Transitional Programs
IDENTIFIERS- *Project Head Start

Head Start parents who were poorly trained for the transition of their children from Head Start to the public school were assisted as they went through a structured training program. The parents' children were 3 and 4 years old, and lived in a rural community in the southwestern United States. The population was 5 percent Black, 2 percent American Indian, 39 percent Mexican-American, and 54 percent Caucasian. A parent group had been incorporated in 1974, but parents did not know what to expect, or what was expected of them, in regard to the preparation of their children for participation in the public school system. Information needs in such areas as school discipline policies and enrollment procedures were cited. A training and information system was developed to address parent concerns. As a result, the parents were able to increase their awareness of the need to be involved in their children's education. Parents were also involved in the development of a parent transition handbook and a transition agreement between care providers. (BC)

ED 339 522 PS 020 139

Willer, Barbara; And Others
The Demand and Supply of Child Care in 1990: Joint Findings from the National Child Care Survey 1990 and a Profile of Child Care Settings.
PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Day Care Centers; Differences; *Early Childhood Education; Employed Parents; *Enrollment; *Family Day Care; Fees; Mothers; National Surveys; Needs Assessment; Regional Characteristics; *Supply and Demand; Teacher Salaries; Teacher Student Ratio; Welfare Services
IDENTIFIERS- Day Care Selection; *National Child Care Survey 1990; *Profile of Child Care Settings; Program Characteristics

This document reports the results of two coordinated studies of early education and care in the United States. Information on child care demand was provided through the National Child Care Survey 1990 (NCCS), which involved interviews with 4,392 parents. Information on child care supply was provided by A Profile of Child Care Settings (PCS), which involved interviews with 2,089 center directors and 583 day care providers. The results of the NCCS are presented in terms of types of supplemental care arrangements, hours children spend in care, and overall demand. The results of the PCS are presented in a profile of care settings and descriptions of child care programs' regional distribution and organizational sponsorship. A study of the relationship between supply and demand considers the process of locating the proper form of care. Those seeking care will consider the options and types of service available, and the costs of care. The key characteristics of care, including program goals, child-staff ratios, teacher training, and parental satisfaction, are highlighted. Trends in program enrollment, fees, and resources are identified. References number 20. An appendix describes the NCCS and PCS methodology, and evaluates NCCS and PCS estimates of day care center enrollments and the number of nonregulated family day care homes. (BC)

ED 339 523 PS 020 140

Abbott, Barbara L.
Maternal Employment and Adolescent Girls.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; Daughters; *Employed Parents; Employed Women; *Family Life; Females; Junior High School Students; *Mothers; *Parent Child Relationship; Peer Groups; Psychological Needs; Satisfaction; Social Support Groups

This study explored the effects of maternal employment status on 63 adolescent girls in the areas of: (1) academic achievement;

NOTE- 14p.; Cover title is: Parents as Leaders. Innovative Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Incentives; Parent Education; *Parent Participation; *Parent Role; Parent Workshops; Preschool Education; Program Effectiveness; *Self Efficacy; *Self Esteem; Volunteers
IDENTIFIERS- Kentucky (West); *Parents as Leaders Program KY; *Project Head Start

The Parents as Leaders (PAL) program involved 195 parents of Head Start children in western Kentucky. The goals of the program were to: (1) use the expertise of veteran Head Start parents; (2) study the role of self-efficacy in parent involvement; and (3) identify ways of enhancing the participation of parents not involved in Head Start activities. Seven veteran Head Start parents attended leadership training sessions and then taught parent participants in Head Start classes child development principles and model ways of working with children. Self-efficacy measures were given to Head Start parents in August and again in December. Parent involvement was also measured. Results indicated that: (1) significantly more parents from PAL classes than from non-PAL classes participated in Head Start activities; (2) parents from PAL classes contributed significantly more hours to volunteer work than parents from non-PAL classes; and (3) there was no difference between pre- and post-test self-efficacy scores. The effect of an incentive program on parent participation was also examined. Results indicated a significant increase in parent volunteer activity. (BC)

ED 339 542 PS 020 179

Ikeda, Joanne P.
If My Child Is Too Fat, What Should I Do about It?
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Body Composition; Body Image; *Body Weight; *Child Health; Children; Dietetics; Food; Health Conditions; *Nutrition Instruction; *Obesity; Parent Child Relationship; *Parent Education; Physical Activities; *Physical Activity Level

This guide for parents provides information about how they can determine if their child is overweight and what they can do if their child has a weight problem. Replies to many common questions of parents are provided. The issues addressed include: (1) determining whether a child is too fat; (2) assistance that can be provided by health care workers; (3) the child's feelings about his or her weight; (4) communication between the parents and the child; (5) diet; (6) ways a parent can keep his or her child from overeating; (7) physical activity; and (8) helping overweight children with self-esteem. In addition, a list of foods from each of the four food groups, and sweets, fats, and snack foods, indicates which foods should be eaten often, sometimes, and rarely. Information about healthy and unhealthy ways of preparing food is also provided. (GLR) collected were initially analyzed as unique sets of data, then combined to describe the six schools in the study as fully as possible. Findings from the integration of data sources were then compared with 16 composite indicators of goodness and findings from two earlier studies. Findings indicate that these schools share positive features in climate, outcome orientation, and administrative structures. Similarities and differences were found between this study and the 16 composite indicators of goodness. This document contains numerous appendices that provide the three instruments and tabulated data collected with the instruments. (38 references) (KS)

ED 339 560 RC 018 315

Abu-Rabia, Aref
Education Development among Bedouin Tribes of the Negev Desert. Paper and Discussion.
PUB DATE- 87
NOTE- 22p.; Paper presented at the Bi-National Conference on Education of Holland and Israel, "Hagar's Well" (Yeroham, Israel, December 14-19, 1986).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Cultural Education; Elementary Secondary Education; *Enrollment; Family Influence; Foreign Countries; *Modernization; Nomads; *Traditionalism; Womens Education
IDENTIFIERS- *Bedouins; *Israel (Negev Desert)

About 60,000 Bedouins live in the Negev Desert, which comprises 60% of Israel. Of these, about half live in towns, a third live in settlements of huts for all or part of the year, while a sixth continue to follow traditional nomadic practices. The number of Bedouin children enrolled in school has grown from 150 in 1950 to about 16,000 in 1986. Girls make up 40% of the elementary enrollment and 25% of the secondary enrollment. There are 29 elementary and 3 secondary schools in the Negev, staffed by 626 teachers, about half of whom are Bedouins. Traditional values and customs related to family life, marriage, and child rearing are still strong among the Bedouins, and young people are torn between traditional and modern ways. However, formal education is coming to play an important role in Bedouin society, and its value is growing. This paper includes the transcript of a discussion that followed presentation of the paper. Topics covered during the discussion are: (1) polygamy and the rights of half-siblings; (2) the reasons that some Bedouin children do not attend school at all; (3) female education; (4) negative attitudes toward vocational education; (5) the tension between traditionalism and modernization; (6) cultural education; and (7) language of instruction issues (Bedouin dialect, literary Arabic, and Hebrew). (SV)

ED 339 561 RC 018 320

Betz, Don
International Initiatives and Education of Indigenous Peoples: Teaching and Learning to "Dance in Two Worlds."
PUB DATE- Jun 91
NOTE- 25p.; Paper presented at the Sovereignty Symposium IV (Oklahoma City, OK, June 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

communities with a source of pride and tourism. (KS)

ED 339 578 RC 018 420

Mazzola, Michelle S., Ed.
National Conference on Rural Adult Education Initiatives, "Making Education Part of the Rural Solution: A Vision for the 1990s." Proceedings (Kansas City, Missouri, June 20-22, 1991).
PUB DATE- Nov 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Adult Education; *Community Development; Distance Education; *Economic Development; Educational Needs; Educational Technology; Elementary Secondary Education; Extension Education; Futures (of Society); Higher Education; Land Grant Universities; *Leadership Training; Literacy; Rural Areas; *Rural Education; School Business Relationship; *School Community Relationship
IDENTIFIERS- Kansas State University; Rural Clearinghouse for Lifelong Education KS

This report on conference proceedings focuses on the issues facing rural communities in the next decade, identifies education and information needs for rural community development, and shares programs and activities. The report begins with a mission statement for the Rural Clearinghouse for Lifelong Education and Development, and provides an article on the organization's "Past Accomplishments and Future Directions." Results of structured round-table discussions are presented in "Barriers and Solutions to Rural Educational Practices." The next section lists addresses and descriptions of conference co-sponsors. Transcripts of the following keynote speeches are included: (1) "Rediscovering Place: How Education Supports Communities and Their Futures" (Barbara R. Hatton); (2) "Rural America: Why Bother in the 90s" (Frederick E. Schmidt); and (3) "The Leadership Role of Land Grant Universities in Empowering Rural America" (Jon Wefald). Brief summaries are provided for the 54 conference presentations and the 14 panel discussions. Presentations and panel discussions cover such topics as rural economic development, leadership training, rural education, literacy, distance education, partnerships between schools and businesses, gifted education, and cooperative extension. The document contains a presenters index and a listing of the host agency's publications. (KS)

ED 339 579 RC 018 422

Weiner, Charles A.; Watkins, Regina M.
Radical Recruitment Strategies for Minority Education Students.
PUB DATE- 90
NOTE- 16p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Admission Criteria; *College Attendance; Cultural Differences; Disadvantaged; Elementary Secondary Education; Higher Education; Intelligence Tests; *Minority Groups; *Small Colleges; *Student Characteristics; *Student Recruitment; *Teacher Education; Test Interpretation

This article proposes that minority students who might be industrial, and agricultural uses. Yet, even as the nation's need for water grows, the prevailing lack of public knowledge and understanding about this resource leads to continuing, albeit unintentional, contamination, and also, to a growing attitude that all ground water is becoming unsafe, if not so, already. This catalog contains 72 resource materials which provide comprehensive ground water information in the form of videotapes, learning guides, student activities notebooks, posters, computer software programs, cartoon books, project kits, educational games, textbooks, and curriculum guides. Each resource lists a title, the appropriate grade level(s), a description including the intended use, the cost and source, and the contact address. (JJK)

ED 339 597   SE 052 422

Blume, Glendon W., Ed.; Nicely, Robert F., Jr., Ed.
A Guide for Reviewing School Mathematics Programs.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Education; *Mathematics Instruction; Program Development; *Program Evaluation; *Secondary School Mathematics
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

The position statements on curriculum, evaluation, teaching, leadership, staff development, equity for under-represented groups, and the effective use of technology issued by the National Council of Teachers of Mathematics (NCTM) in the "Curriculum and Evaluation Standards for School Mathematics" (1989) and "Professional Standards for Teaching Mathematics" have precipitated major changes in the K-12 mathematics curriculum. To help school districts capitalize on this opportunity for curriculum redesign and enhancement, the NCTM has designed this guide to enable school district personnel to analyze their mathematics programs by identifying and listing critical elements in the areas of goals, curriculum, instruction, evaluation, and teacher and administrator responsibility. The guide is intended to: (1) stimulate critical analysis of content, methodology, assessment, and management issues related to the K-12 mathematics program; (2) identify some of the major desired directions for the K-12 mathematics curriculum; (3) help districts identify discrepancies between what is and what could be; and (4) point out directions for change. The initial section described how to use the guide, encouraging a cooperative approach by teachers and administrators, and giving several uses that involve all teachers, selected teachers of mathematics, personnel from outside the district, or textbook analysis. After presenting an example of how to complete the forms, the subsequent sections were proposed to evaluate the K-12 Mathematics Program in the following areas: (1) Goals; (2) K-4 Curriculum; (3) 5-8 Curriculum; (4) 9-12 Curriculum; (5) Instruction; (6) Evaluation; (7) Teachers; and (8) Administration. The questions: "How important is this to you?" and "To what extent does this happen in your setting?" were used to evaluate the critical factors in each of the areas. (MDH)

Texas. Attitude data was collected from a subgroup of 24 students exposed to 30 SQUARE ONE TV programs and from 24 students in a control group having no SQUARE ONE TV contact. Presented in this paper are the analyses of the relationships between problem solving and attitudes toward mathematics prior to and after contact with SQUARE ONE TV. Models are presented to describe these relationships as suggested by results of the study. Among the implications of the research were the following: (1) specifically designed materials can impact on children's problem-solving behavior and aspects of their attitudes toward mathematics; (2) future research on children's attitudes toward mathematics should employ methods of assessment supplemental to paper-and-pencil scales and study other populations of children; and (3) further questions examining the effects of SQUARE ONE TV on problem solving and attitude change should be studied. (MDH)

ED 339 613 SE 052 603

Esty, Edward T.; Fisch, Shalom M.
SQUARE ONE TV: Using Television To Enhance Children's Problem Solving.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). For a set of five volumes of research on this topic, see SE 052 595-598. For more related research, see SE 052 599-604.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Attitude Measures; *Childrens Television; *Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Applications; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Problem Solving; *Student Attitudes; *Television Curriculum
IDENTIFIERS- *Square One TV

The current period in mathematics education can be characterized as one of reform. Among the goals of the proponents of the movement are that children learn to value mathematics, become confident in their ability, and become mathematical problem solvers. A pretest/posttest experimental design study examined the effects of SQUARE ONE TV, a television series about mathematics aimed at 8- to 12-year-old children, on the problem-solving behavior and attitudes toward mathematics of 240 fifth graders from 4 public schools in Corpus Christi, Texas. Attitude data was collected from a subgroup of 24 students exposed to 30 SQUARE ONE TV programs and from 24 students in a control group having no SQUARE ONE TV contact. Presented in this paper are the results of the study on problem-solving behavior. The viewers showed significantly greater improvement than nonviewers both in their use of problem-solving actions and heuristics and in the solutions they reached. The series of programs exerted equal effects across the variables of sex, ethnicity, and socioeconomic backgrounds. The results indicate that: (1) educational materials developed for specific goals can be effective; (2) children's problem-solving skills can be assessed; and (3) SQUARE ONE TV can play a significant role in the effort toward reform. (MDH)

ED 339 634   SO 021 436

Authority. Law in a Free Society Series. Level VI. Second Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 90
NOTE- 111p.; For corresponding Teacher's Guide, see SO 021 437. For other items in series, see SO 021 438-441. Sections using blue type may not reproduce distinctly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Civil Liberties; High Schools; Instructional Materials; *Law Related Education; *Learning Activities; *Personal Autonomy; Political Power; *Power Structure; Social Responsibility; Student Educational Objectives

The purpose of this text is to guide high school students to a greater understanding of the subject of authority and a greater ability to deal with issues of authority effectively as they go about their daily lives as citizens in U.S. society. This curriculum guide contains 12 lessons that are organized into four units. Unit 1, What is authority?, includes the following lessons: (1) What is the difference between authority and power without authority? (2) What are some sources of authority? and (3) How can we use authority? Unit 2, How can we evaluate rules and candidates for positions of authority?, contains: (4) How should we choose people for positions of authority? (5) Who would you select for this position of authority? (6) What should be considered in evaluating rules? and (7) How would you create a law? Unit 3, What are the benefits and costs of authority?, presents: (8) What are some consequences of authority? and (9) How do you judge the benefits and costs of authority? Unit 4, What should be the scope and limits of authority?, features: (10) What makes a well-designed position of authority? (11) How would you evaluate this position of authority? and (12) How would you design a position of authority? A concluding activity, What should be the limits on challenging authority?, also is provided. (DB)

ED 339 635   SO 021 437

Authority. Law in a Free Society Series. Teacher's Guide. Level VI. Second Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 90
NOTE- 63p.; For corresponding Student Text, see SO 021 436. For other items in series, see SO 021 438-441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Civil Liberties; High Schools; Instructional Materials; *Law Related Education; *Learning Activities; *Personal Autonomy; Political Power; *Power Structure; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Authority

This teacher's curriculum guide is designed to help high school students to gain a greater understanding of the subject of

Irish Educational Studies, Volume 10, 1991.
PUB DATE- 91
NOTE- 299p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Research; Curriculum Development; Educational History; Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Outcomes of Education; Preschool Education; Religious Education; Sex Bias; Staff Development; Student Educational Objectives; Teacher Education; Teaching Methods
IDENTIFIERS- *Ireland

Articles on a wide range of issues concerning the education system of Ireland are presented. The articles include: "Presidential Address to the ESAI Annual Conference, Thomond College, Limerick, March 1990" (J. Wilson); "Introduction to BOB--A Problem Solving Package" (L. Caul; L. Greenwood); "Coping with Impersonal Orientations in Staff Development Designs" (M. Barry); "Teaching Higher Levels of Thinking in Elementary Geometry" (K. Gentile); "Gender Issues in Classroom Dynamics: The Need for Research at Second Level" (J. Hanafin); "How Shall Staff Development Programmes be Evaluated?" (J. Gentile); "Aspects of Play in the Junior Infant Classroom" (M. Horgan); "Girls and Science: Equality in School or Society? (A case for macro and micro analysis)" (N. O'Conaill); "The I.N.T.O., the Bishops and the Clash on School Funding (1945-1954)" (N. Ward); "The Limits of Paternalism in Educational Relations" (K. Williams); "Second Level Mathematics Curricula: The Republic of Ireland in International Perspective" (E. Oldham); "The Educational Dimension of Vocational Rehabilitation" (P. Davies); "The Teaching of Senior-Cycle Religion: An Irish Perspective" (G. Bourke); "Girls into Technology: Issues Arising from the Evaluation of a Curriculum Development Project" (J. Gleeson); "Government Policy, The Church of Ireland and The Teaching of Irish 1940-1950" (V. Jones); "Reconceptualizing the Post-primary Curriculum: A Grid-matrix for the Design and Evaluation of a Core Curriculum" (J. McKernan); "Sport and Education: The Case for a Non-competitive Approach" (R. O'Donnchadha); "Values Development as Content for the Curriculum" (R. Houghton); "Ideological Conflict and Historical Interpretation: The Problem of History in Irish Primary Education c1900-1930" (A. S. MacShamhrain); "Part-time Mature Students in Higher Education: A Cast Study" (M. Morrissey and D. Irvine); "How General Ability Interacts with Instructional Methods to Produce Different Learning Outcomes" (B. Surgrue; B. Barnicle); and "Integrating Equal Opportunities in the Curriculum of Teacher Education 1988-1991: Tenet Programme Dissemination Phase" (S. Drudy and others). (DB)

ED 339 653 SO 021 581

Preparedness for the Future--Preparedness for Peace: Reports and Miniprints from the Malmo School of Education. Peace Education Miniprints No. 9.
PUB DATE- Feb 91
NOTE- 33p.; For related documents in the series, see ED 335 249-250 and SO 021 582 and SO 521 584.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Objectives; Educational Research; Foreign Countries; *International Education; *Peace; Role of Education; War

proposes to show what it is like to deal with people from an entirely difference culture and to suggest an approach to handling the problems before the refugee/sponsor relationship breaks down. One of the main themes of the book is that the sponsors' and refugees' expectations of one another often proved to be wildly misconceived and unrealistic. Learning to overcome these expectations was a most difficult task for all of the concerned parties. Major conflicts occur that lead to a series of critical questions. What differences exist in basic value systems? What is the right balance between charity and self-sufficiency for refugees? How can old and new cultures be integrated within the refugee family? And what are the welfare and financial considerations in refugee sponsorship? (DB)

ED 339 676 SP 027 805

Stevenson, Robert B.
Staff Development for Effective Secondary Schools: A Synthesis of Research.
PUB DATE- May 85
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Institutional Characteristics; *School Effectiveness; Secondary Schools; *Staff Development

The question of how staff development can be structured to serve as a lever for school improvement is addressed by analyzing and synthesizing empirical studies that have reported an impact of staff development on significant characteristics of effective schools. The choice and conception of the term "staff development" is discussed, followed by the construction from the research literature of a taxonomy of critical dimensions of staff development. The resulting schema is employed in the synthesis of research by carrying out a form of configurative mapping to illuminate recurring trends and associations between staff development and effective school variables. A second analysis is concerned with reported constraints in targeting staff development toward the attainment, and maintenance, of the various characteristics of an effective school. Finally, the implications of these findings for research on staff development are discussed. (JD)

ED 339 677 SP 029 571

Ingram, Anne
Dance: The Study of Dance and the Place of Dance in Society.
PUB DATE- Jul 86
NOTE- 11p.; In: "Dance: The Study of Dance and the Place of Dance in Society." Proceedings of the Commonwealth and International Conference on Sport, Physical Education, Dance, Recreation and Health (8th, Glasgow, Scotland, July 18-23, 1986), p194-203.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Dance Education; Higher Education; *Physical Education; Teacher Administrator Relationship; *Teacher Attitudes; Theater Arts

Dance, nurtured in physical education departments, has elected to move away from physical education and affiliate with other

Schools." Section 2, "Women Teaching in the Public Sphere," consists of four chapters: "'Daughters into Teachers: Educational and Demographic Influences on the Transformation of Teaching into 'Women's Work' in America"; "Teachers' Work: Changing Patterns and Perceptions in the Emerging School Systems of Nineteenth- and Early Twentieth-Century Central Canada"; "Mary Helena Stark: The Troubles of a Nineteenth-Century State School Teacher"; "Feminists in Teaching: The National Union of Women Teachers 1920-1945"; and "'I Am Ready To Be of Assistance When I Can': Lottie Bowron and Rural Women Teachers in British Columbia." The final section, "Women Teaching in Higher Education," includes: "Here was Fellowship: A Social Portrait of Academic Women at Wellesley College, 1895-1920"; and "Scholarly Passion: Two Persons Who Caught It." A bibliography offers further resources. (LL)

ED 339 696   SP 033 490

McKay, Joane Williams
Iowa Teachers of the Year: A Case Study.
PUB DATE- Nov 91
NOTE- 20p.; Paper presented at the Annual Conference of the National Association for Gifted Children (38th, Kansas City, KS, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Community Influence; Elementary Secondary Education; Parent Aspiration; *Performance Factors; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Expectations of Students; Teacher Student Relationship; *Teaching (Occupation)
IDENTIFIERS- *Ethos; Iowa; Outstanding Teachers; *Teacher of the Year

This case study was conducted to construct an in-depth description of the ethos, i.e., pattern of orientations and sentiments, of three Iowa teachers who have been selected as state winners in the Teacher of the Year program sponsored by the Council of Chief State School Officers, Encyclopedia Brittanica, and Good Housekeeping Maagazine. Using an inductive analysis, the report describes the attitudes, values, and beliefs of key individuals who influenced Teachers of the Year in their teaching, and the ecological characteristics of the classroom that influence their attitudes, values, and beliefs. On-site observations, interviews, and artifacts were the data used to generate five empirical assertions about the ethos of the Iowa Teachers of the Year. The ethos of these award-winning teachers may be described as an antithesis of what has been described earlier by researchers as the ethos of the classroom teacher (individual, conservative, and present-oriented). Results from the interpretation of the data revealed that Teachers of the Year: (1) are influenced in their attitudes, values, and beliefs about teaching primarily by their parents; (2) are committed to student success and have high expectations for their students; (3) indicate that support systems are nonexistent in the teaching profession; (4) believe that community expectations contribute to their excellence; and (5) exemplify polite treatment of all students. (Author/LL)

ED 339 697   SP 033 492

Summerfield, Liane M.
Credentialing in the Health, Leisure, and Movement Professions.

the University of California (Los Angeles). The study focused on student outcomes and the appropriateness of the evaluation model. The Iowa Tests of Basic Skills, the Iowa Tests of Educational Development, the School Attitude Measure, an instrument assessing motivation and attribution, and student essays on the topic of computer use were used. The outcomes studied were standardized test achievement, performance in written composition, and student attitudes. Numbers of students varied for site and measure; data is displayed on tables. The baseline data collected provide no clear idea of ACOT success or failure, although data on achievement, writing, and attitude suggest that ACOT participation is not depriving students in any way. The findings and less formal data collection suggest potential modifications to the model, including the following: (1) reducing emphasis on local sites as the audience; (2) reviewing the feasibility of integrated cross-site data; and (3) exploring the extent to which the contexts in which ACOT is embedded create obstacles to its success. Some suggestions are made for the direction in which ACOT may evolve. A 9-item list of references and an appendix containing 45 graphs are included. (SLD)

ED 339 715 TM 017 541

Acosta, Veronica M.

Integrating Experiential Learning and Critical Inquiry in Health Education: A Framework for Health Professionals.

PUB DATE- Apr 91

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). The Learning Style Inventory attachment will not reproduce well.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Classroom Environment; *Cognitive Style; *College Students; Critical Thinking; *Experiential Learning; *Grouping (Instructional Purposes); *Health Education; Health Personnel; Higher Education; Instructional Effectiveness; Small Group Instruction; Student Interests; Teacher Role; Teaching Methods

IDENTIFIERS- *Learning Style Inventory

A framework for health education based on experiential learning and critical inquiry was developed and applied to a Spring 1990 basic health education class for college students called "Patterns of Healthful Living." Students were asked to consider contemporary health problems and how these affected their own lives and the lives of others. The learning styles of the 69 participants, freshmen through seniors, were measured using the Learning Style Inventory (LSI). Students discussed their own learning styles and the experiential learning model before dividing into groups to explore topics of particular interest. Each group then prepared and provided a presentation on the topic. The instructor expanded on the presentations and provided feedback. The students were distributed among four learning styles as follows: (1) 21 assimilators; (2) 14 convergers; (3) 16 divergers; and (4) 18 accommodators. They appreciated knowing their learning styles, responded well to group work, accepted the challenges involved, and showed interest in the learning styles of others. The results show that students actually do possess different learning styles, and when teachers are aware of these differences, they can create various types of classroom environments that cater to

11 and 15 years old attending a middle school in a suburban Southwest Ohio school district, two hypothesized models of the factor structures for the Coopersmith Self-Esteem Inventory were tested. One model represents the original Coopersmith factor structure, and the other model is derived from an exploratory factor analysis of the data. Both models were tested using the EQS confirmatory factor analysis algorithm. Neither model defined an acceptable fit to the data. The EQS algorithm was then modified to iterate to a best fit model, non-significant chi square, through the systematic elimination of bad fit variables, statements, in a hypothesized model. The iterations resulted in a modification of both original hypothesized models, with the end result being that both modified models represented acceptable fits to the data. Both confirmed models are discussed in terms of their psychometric properties and in terms of their fit to the theory of self-concept. It is concluded that the confirmed exploratory model is superior to the confirmed Coopersmith model theoretically and psychometrically. Six tables and one graph present study data. A 20-item list of references is included. (Author/SLD)

ED 339 734 TM 017 643

Beach, Dennis
"Policy Making": A Study of Curriculum Development in Contemporary Teacher Education. Report 1990:02.
PUB DATE- 90
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Course Evaluation; *Curriculum Development; Curriculum Evaluation; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Holistic Approach; Interviews; *Policy Formation; Science Education; Student Attitudes; Teacher Attitudes; Teacher Education; *Teacher Educators
IDENTIFIERS- Sweden

This report is one of a group of papers examining curriculum issues related to science education courses at a Swedish university. Symbolic interactionism and symbolic interactionist ethnography have informed the research strategies in these investigations. The paper focuses on curriculum development from the actor's perspective. To evaluate a natural science course, interviews were conducted with 18 science education students and six teacher educators. Respondent-validated texts were developed from the interview data for each participant to determine his or her viewpoint about the course. Of particular interest were the views of teachers and students about changes in the teacher education program. Although a broad perspective was a stated aim at the policy level, in actual practice the course was divided into a series of topics, and students had difficulty gaining a broad view. The holistic approach anticipated in planned reforms did not materialize in the course as taught. Students questioned the relevance of some course material to the teaching they would be doing. The report is in English and is preceded by a Swedish summary. A 95-item list of references is included. (SLD)

ED 339 735 TM 017 646

Olsen, Scott A.; Wilson, Kim
A Follow-Up of Suspect Sophomore Scores on the COMP Test.
PUB DATE- May 91

"soft" disciplines, the data showed that soft discipline chairs were older than hard discipline chairs. In addition, tenure in the position of chair was longer in the hard disciplines than the soft. Hard discipline chairs were less likely to return to full time faculty after their tenure was up. Career paths before achieving department chair showed considerable variation with some general tendencies along the hard/soft and male/female variables. In addition, the chair is generally seen not as a career move toward another goal but as a brief period of service to the department and institution. Included are 2 tables and 39 references. (JB)

ED 339 299 HE 025 084

Chronsiter, Jay L.; And Others
Full-Time Non-Tenure-Track Faculty: Current Status, Future Prospects, Remaining Research Questions. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *College Faculty; Higher Education; National Surveys; *Nontenured Faculty; Questionnaires; Sex Differences; Teacher Attitudes; *Tenured Faculty
IDENTIFIERS- *ASHE Annual Meeting

This study used available data to develop an initial profile of non-tenure-track (NTT) faculty in comparison to their non-tenured but tenure track (TT) counterparts and to develop questions to guide future study of this group. Using data from a 1989 survey of the professorate conducted by the Carnegie Foundation for the Advancement of Teaching, the study analyzed the responses of 832 untenured but tenure-track faculty and 183 non-tenure-track faculty all teaching full-time at four-year colleges. Findings suggest that academic life without tenure is characterized by stress and uncertainty for both groups. NTT professors were generally older, less mobile professionally and employed at primarily teaching-oriented institutions. NTT faculty were less actively involved in scholarship though many attempted to maintain a research agenda. Women comprised a larger proportion of the NTT group; the interrupted career patterns common among women and other factors may account for this difference. NTT faculty also expressed less optimism about their prospects for future career advancement in higher education. Includes 7 tables and 15 references. (JB)

ED 339 300 HE 025 085

Cooper, Joanne
A Case Study of Institutional Divorce: The Separation of a Community College From a University. ASHE Annual Meeting Paper.
PUB DATE- Nov 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Differences; Higher Education;

remains a significant civil issue within American society. Finally, a sample of what currently constitutes the text-based content of the introductory social science curriculum of race within anthropology, psychology, and sociology in the context of current biological thought is discussed. The sample review of these textbooks, shows that the textbooks may be legitimately organized into four categories based on how race is handled: (1) ignores the issue of race as a construct; (2) presents a confused or inconsistent interpretation of race; (3) supports a biological construction for race; and (4) supports a sociological interpretation, while denying the validity of the biological construction. It is suggested that the implications of these results extend beyond how textbooks are written and, depending on how academia constructs race, implies a corresponding impact on how colleges and universities operate. Contains 60 references. (GLR)

ED 339 318 HE 025 103

Patitu, Carol Logan; Tack, Martha W.
Job Satisfaction of African-American Faculty in Higher Education in the South. ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age; Black Colleges; *Black Teachers; *College Faculty; Comparative Analysis; Employment Experience; Faculty Promotion; Full Time Faculty; Higher Education; *Job Satisfaction; Research Methodology; Sex; *Teacher Attitudes; Teacher Recruitment; Teacher Salaries; Tenure
IDENTIFIERS- *ASHE Annual Meeting

This paper presents results of a study which examined factors related to job satisfaction and the decline in the number of African-American faculty (AAF) in higher education. Twenty-eight, 4-year, state-assisted institutions in the Southern Association of Colleges and Schools accreditation region--13 predominantly African-American (PAI) and 15 predominantly White institutions (PWIs)--participated in the study. One-way analysis of variance was used to determine the difference in the mean scores of job satisfaction as measured by the Job Descriptive Index (JDI) and the Job in General (JGI) scale for African-American faculty (N=355) at both White and African-American institutions. Two-way analysis of variance examined the job satisfaction scores when categorized by age, tenure status, salary, faculty rank, years of faculty experience, gender, and size of the institution. Among the findings were that: (1) salary, gender, and rank affected satisfaction with opportunities for promotion for AAF; (2) AAF at predominantly White institutions appeared to be more satisfied with opportunities for promotion than their counterparts at PAIs; (3) faculty salaries were competitive at both types of institution; and (4) few AAF were found in tenured and tenure-track positions. Recommendations for further research and action are provided. Contains 27 references. (GLR)

ED 339 319 HE 025 104

Lyddon, Jan W.; Layzell, Daniel T.
State Funding of Higher Education Amid Competing Interests: An

authors: "Perception of Tutoring Services by Mainstreamed Hearing-Impaired College Students" (Michael S. Stinson); "Characteristics of Students with Learning Disabilities Who Take the ACT Assessment under Special Conditions" (Merine Farmer and Joan Laing); "Faculty Inservice Training: Impact on the Postsecondary Climate for Learning Disabled Students" (Mary Morris et al.); "Learning Disability College Programming: A Bibliography" (Stan F. Shaw and Sarah R. Shaw); "The Other Minority: Disabled Student Backgrounds and Attitudes toward their University and Its Services" (Alrich M. Patterson et al.); "Using computers to Present 'Woodcock-Johnson Psycho-Educational Battery' Results to Postsecondary Students with Learning Disabilities" (William N. Margolis); "Effective Counseling Techniques for LD Adolescents and Adults in Secondary and Postsecondary Settings" (Lynda Price); "Establishing Dialogue: An English Professor and a DSS Coordinator Discuss Academic Adjustments--Part 2" (George Vincent Goodin and Sam Goodin); "Disabled but Able To Work: Federal Initiatives in Training Young People with Disabilities in Employment" (Dale Brown); "Career Decision-Making Attitudes of College Students with Learning Disabilities" (Ernest F. Biller); "A Five-Year Analysis of Disabled Student Services in Higher Education) (Marie T. Sergent et al.); "Methods of Adapting Computers for Use by Disabled Students" (Betty A. S. Keddy); "Disability Simulation Using a Wheelchair Exercise" (David Pfeiffer); "Sex Group Membership as a Confounding Factor in Handicapped Students' GRE General Test Performance" (Randy Elliot Bennett et al.); "Factors Influencing the Academic and Social Integration of Hearing Impaired College Students" (Susan Foster and Paula Brown); "A Survey of Faculty Attitudes and Accommodations for Students with Disabilities" (Yona Leyser); "Assessing Library Accessibility: Suggested Guidelines" (John W. King); "The Effect of Word Processing on a Dyslexic Artist's Composition" (Loretta Cobb and Wilma Mims). References accompany most articles. (DB)

ED 339 337   IR 015 256

Parker, Judy
Accessing the Media.
PUB DATE- 91
NOTE- 8p.; For related documents, see IR 015 257-259.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Broadcast Television; *Communication Skills; Elementary Secondary Education; Interpersonal Communication; *Interviews; Mass Media Role; *News Media; *Public Relations; *School Districts; Social Networks

This guide for school districts offers a quick outline for developing good communications skills and public relations with news media personnel. Guidelines for good press relations are provided that emphasize the importance of keeping two-way, open communications with the media, with attention to: accuracy; being prepared; sharing the bad news as well as the good; being aware of how school projects can be tied in with local, state, or national issues; helping communication by getting answers and passing them on; targeting messages to the right audience; being available; and watching out for jargonese. Ways to develop contacts in the media and how to place news items in

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Assisted Instruction; Cost Effectiveness; Distance Education; Educational Environment; Educational Innovation; *Educational Technology; Elementary Secondary Education; Hearings; Instructional Innovation; Mathematics Education; *Microcomputers; Multimedia Instruction; School Districts; Science Education
IDENTIFIERS- Congress 102nd

This hearing on computer assisted instruction and the use of educational technology in classrooms was held in response to a presidential request that instructional innovation be given special attention, particularly in science and mathematics education, in every congressional district. This transcript of the hearing includes statements presented by the following witnesses: (1) Walter E. Massey, Director, National Science Foundation; (2) "Educational Technology: Computer Based Instruction" (David T. Kearns, Deputy Secretary, Department of Education); (3) "Educational Technology: New Tools for Teaching and Learning" (Linda G. Roberts, Senior Associate, Science, Education, and Transportation Program, Office of Technology Assessment); (4) "Computer Based Instruction--Technology & Implementation" (Ronald F. Fortune, President, Computer Curriculum Corporation (43 references); (5) Albert Shanker, President, American Federation of Teachers; (6) "Interactive Digital Multimedia and School Learning Environments" (Leroy J. Tuscher, Professor of Education and Computer Science, Lehigh University (17 references); (7) "Educational Technology: Computer Based Instruction" (G. Thomas Houlihan, Superintendent, Johnston County Schools, Smithfield, North Carolina); and (8) "Statement of the U.S. Chamber of Commerce on Educational Technology: Computer-Based Instruction" (Jeffrey H. Joseph, Vice President of Domestic Policy for the U.S. Chamber of Commerce). (DB)

ED 339 356 IR 015 305

Martorella, Peter H.
Interactive Video and Instruction. What Research Says to the Teacher.
PUB DATE- Jul 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Computer Simulation; Computer Software; Elementary Secondary Education; Futures (of Society); Instructional Effectiveness; Instructional Systems; *Interactive Video; Microcomputers; Systems Development; Videodisks; Videotape Recordings

This state-of-the-art report on interactive video and instruction begins with a brief review of the current status of technology and technology transfer in schools. The nature of interactive video is then considered, including instructional applications of the technology and the components of an interactive video instructional system. Discussion of interactive video systems in the classroom provides a holistic view of computers and imagery in instruction together with a summary of

Report and Recommendations.
SPONS. AGENCY- Asia Foundation, New York, N.Y.
PUB DATE- 20 Sep 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Consultants; Databases; Developing Nations; Foreign Countries; Higher Education; Interviews; *Library Automation; *Library Development; Library Networks; Library Services; Policy Formation; Research Libraries; *Shared Library Resources
IDENTIFIERS- *Papua New Guinea

This report presents recommendations for the upgrading of higher education information resources in Papua New Guinea (PNG) according to acceptable norms, effective sharing of resources through phased introduction of automation and networking, and the creation of a database of information resources. The report was based on a survey of 41 PNG libraries of various types; it identifies both the strengths and weaknesses in information resources and proposes a strategy for building centers of excellence as possible nodes for automation and networking. It is noted that, in view of the difficult economic and financial situations that PNG is facing, the task of building adequate library and information resources to meet the needs of education, research, and services is monumental. To meet the challenges, the report presents a set of recommendations for policy considerations and for necessary implementation plans and actions. The justifications for these recommendations are also given in the report. The following items are appended: the names of individuals who were consulted or interviewed; a copy of the National Library Service of PNG's "Basic Standards for College Libraries"; and lists of library and information resources in the six major libraries, in the Teachers College libraries, and in other college libraries. (26 references) (MAB)

ED 339 374 IR 053 826

Smalls, Mary L.
Issues in Library Technology: Insight, Foresight, and Prediction.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Annual Summer Conference of the Association of Small Computer Users in Education (ASCUE) (Myrtle Beach, SC, June 9-13, 1991). Published in the Conference Proceedings.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adoption (Ideas); Appropriate Technology; *Futures (of Society); Information Retrieval; *Information Technology; *Library Automation; Library Planning; *Library Role; Library Services; *Technological Advancement; *User Needs (Information)

Noting that technological developments will influence both library automation decisions and user expectations, this paper focuses on six issues involved in planning for the use of information technology in libraries: (1) perceiving the information technology needs of library users; (2) addressing

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Academic Rank (Professional); Administrator Attitudes; Faculty Promotion; Higher Education; Librarian Attitudes; *Librarians; Professional Development; Salaries; Tenure
IDENTIFIERS- *Ohio

A questionnaire survey sent to 75 of the 134 Ohio academic library directors elicited 59 respondents in a study of faculty status for academic librarians. Results show that only 42% of libraries assign librarians faculty rank, even though 61% of directors favor it, and 64% think librarians themselves favor it. Some Association of College and Research Libraries (ACRL) standards for faculty status have wider acceptance than others: leave, 85%, financial support for professional activities, 83%; faculty senate membership, 69%; access to grievance and appeal procedures, 69%; self-governance, 49%; peer review for promotion, 47%; eligibility for tenure, 37%; equivalent salaries, 31%; and academic year contracts, 22%. One likely source of defining librarian roles and closely aligning their contributions with those of other faculty would be interrelated library and parent institution mission statements. But libraries that have inter-related mission statements, are no more likely to grant faculty status (41%) than those that do not have them. (Copies of the survey cover letter, questionnaire, and a summary of the questionnaire responses are appended.) (33 references) (Author/MAB)

ED 339 393 IR 053 849

Everhart, Peggy S.
Evaluating Currency of the Medical Sciences Collection Available on Public Library Shelves.
PUB DATE- Jun 91
NOTE- 33p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Data Collection; *Evaluation Criteria; Evaluation Methods; *Library Collections; Library Materials; Library Research; *Medicine; *Public Libraries
IDENTIFIERS- Weeding (Library)

Because advances in medical science can lead to rapid changes in current health knowledge, a library collection of medical science materials can become dated rather quickly. This factor, as well as the many variables of library use and operation which impact the availability of current materials on the library shelves--loan periods, weeding habits, book display, and others--make assessment of the available collection an important task. To test a model that would provide information about the currency of the medical science collection available on the browsing shelves of a small to medium-sized public library, books in six subject classes within the medical science collection of the Parma-Snow Library, a branch of the Cuyahoga County Public Library (Ohio), were examined for date of publication over a period of 4 weeks. Approximately 43% of the titles examined in this period were found to be greater than 5 years old. Additionally, only 2% of the sample was published within the past year. This type of finding, determined by using very simple techniques requiring a minimum of staff time and resources, provides a collection manager with valuable information about the status of the browsing collection and signals areas of the collection which need

Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; Peninsula College WA; Washington Education Association

The collective bargaining agreement between Peninsula College, the Penninsula College Faculty Association, and the Board of Trustees of Community College District Number 1 is presented. This contract, covering the period from 1989 through 1992, deals with the following topics: bargaining agent recognition; compliance and conformity to law; association rights; non-discrimination; faculty rights, including academic freedom, personnel files, working conditions, leaves of absence, tenure, termination of employment, and professional development; compensation; grievance procedure; management rights; scope of agreement; exceptions; and duration. Appendixes provide a detailed description of leaves, including general leave, professional leave, emergency leave, bereavement leave, military leave, jury duty leave, maternity/paternity leave, and sick leave; a review of appointments, titles, workload, and compensation; guidelines for the evaluation of tenured, probationary, and associate academic employees; information on reductions in force and dismissal; and full- and part-time faculty salary schedules. (PAA)

ED 339 412 JC 910 551

Contract between the Board of Trustees of Community College District No. 19 and the Columbia Basin College Association for Higher Education, 1989-1990.
PUB DATE- 89
NOTE- 37p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- Columbia Basin College WA; National Education Association; *NEA Contracts; Washington Education Association

The collective bargaining agreement between the Board of Trustees of Community College District Number 19 (state of Washington) and the Columbia Basin College Association for Higher Education is presented. This contract, covering the period from September 19, 1989 through June 30, 1990, deals with the following topics: bargaining agent recognition; management and association rights; membership dues; personnel, including employee rights, academic freedom, copyrights and patents, employee evaluation, personnel files, workload, contracts and payment, class audit and enrollment, and insurance plans and related benefits; tenure, dismissal, and reductions in force; leaves of absence, including bereavement leave, sick leave, professional leave for meetings and conferences, military leave, professional development leave, and personal leaves; part-time academic employees; compensation; grievance procedures; uninterrupted instructional activities; and contract duration. (PAA)

ED 339 413 JC 910 552

World War I and World War II when leaders became committed to the concept of a two-year college independent of the dominant university. This stage was marked by a concern for the "terminal" student. Following World War II, a third stage emerged in which citizenship training and general education were promoted to develop national unity and common social values. During this stage, proponents of the two-year college did not forget the worker coming out of the terminal programs, but also supported the elevated goals of preparing loyal and better educated citizens. In the last and current stage, an emphasis on the liberal arts gave way to a new concern for the vocational and transfer functions of the two-year college. (JMC)

ED 339 430 JC 910 569

Broome Community College Placement and Transfer Report, Class of 1991.
PUB DATE- 91
NOTE- 154p.; Transfer data charts are printed on colored paper in small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; College Outcomes Assessment; *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Grade Point Average; Graduate Surveys; *Outcomes of Education; Questionnaires; Salaries; Tables (Data); Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- Broome Community College NY

The results of a survey administered to the 1991 graduates of Broome Community College (BCC) in New York are provided, based on the number of degrees awarded (N=993). Introductory material summarizes the survey methodology and highlights the following key findings, based on a 92% response rate: (1) overall, 52% of the graduates were employed, and 4% were unemployed; (2) 42% transferred to four-year colleges or to technical schools; (3) 87% of those employed were working in Broome County or the Southern Tier; and (4) 74% of those who transferred attended colleges in the State University of New York system. Next, a profile of the class of 1991 is provided, including comparative data and classification by type of degree awarded; geographic patterns of employment; the top 12 employers of BCC graduates; the relationship between job title and academic curricula; geographic patterns of transfer; and the rank order of the top 10 upper division schools attended. The next section, comprising the bulk of the report, consists of employment, salary, and transfer information for graduates from the following fields: business; computer studies; engineering and technology; health sciences; liberal arts; and special career programs. Comparative data for the classes of 1986, 1988, and 1990 are provided for each field of study. Finally, transfer data are presented, listing BCC major, major applied for, and grade point average by receiving senior institution. The survey instrument is attached. (JMC)

ED 339 431 JC 910 570

Kemler, William
Sabbatical Leave Report: Suggested Guidelines for Selecting or Creating Programs To Enhance Thinking and Reasoning Skills.
PUB DATE- 8 Jan 90
NOTE- 25p.

baccalaureate education, but also of providing postsecondary vocational technical education. The community college, Truman believed, should also provide an acceptable re-entry for people who had dropped out of school, along with a personal enrichment component. As community colleges establish themselves, they must maintain a blend of access and quality. The companionship between access and quality can be characterized by four "Rs"--recruitment, retention, role modeling, and recognition. Colleges that are serious about recruitment must link access, the quality of education, and the hope for a better quality of life. The quality of an education lies not just in the mastery of technical skills but in the enhancement of self-image. Improving retention involves financial aid, counseling and remediation, peer tutoring, and a good image of the college. Role modeling comes into play when community colleges stress the value and meaning of education; students need to see someone in the classroom, in the administration, and in the college governance structure that looks like them, in terms of their culture, their positive value system, and their racial and ethnic heritage. Recognition of outstanding examples of community colleges throughout the nation is necessary to enhance the image of the community college. Institutional success, as opposed to student success, can be assisted through four "Cs"--communication, cooperation, coordination of effort, and commitment. (JMC)

ED 339 447   JC 920 010

Johnson, Philip E.
Creative Teaching in the Community College: Guidelines for Associate Faculty.
PUB DATE- 88
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjunct Faculty; Classroom Techniques; Community Colleges; Instructional Improvement; *Instructional Innovation; *Part Time Faculty; Questionnaires; Student Characteristics; Student Motivation; Student Needs; *Teacher Effectiveness; *Teacher Improvement; Teacher Responsibility; *Teaching Methods; Two Year Colleges

Developed by a fulltime faculty member at Pima Community College (PCC) in Tucson, Arizona, this booklet is intended to provide concepts and techniques to help Associate Faculty develop the most interesting and useful teaching practices possible. Chapter 1 discusses the importance of education, the purposes of the booklet, and reasons for teaching; and includes a self-assessment instrument to give teachers a sense of their individual teaching styles, teaching effectiveness, and ways of becoming a better teacher. Chapter 2 focuses on student needs, including a profile of PCC's highly diversified student body, a discussion of students' motivations, and brief comments on the implications of such a diverse student body who represent a cross-section of the larger population and who are mostly adults. Chapter 3 touches on some of the important philosophical groundings of education as they relate to community colleges and adult education. Included are sections on basic values in teaching, process education, experiential learning, and principles of learning. Chapter 4 deals with motivation, focusing on conditions negatively affecting motivation (e.g., boredom, discomfort, anxiety, humiliation, Council to coordinate services, and for regional coordination to be carried out through existing resource and referral agencies. Appended is information on: current child care funding; early childhood care and education administrated by state agencies; definitions; sources; and task force members and participants. Contains approximately 55 references. (LB)

ED 339 466   PS 020 044

Williams, Bret C.; Miller, C. Arden
Preventive Health Care for Young Children: Findings from a 10-Country Study and Directions for United States Policy.
SPONS. AGENCY- Bureau of Community Health Services (DHHS/HSA), Washington, DC. Office for Maternal and Child Health.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 86p.; Portions of this report were previously presented at national conferences sponsored by the American Academy of Pediatrics (Washington, DC, March 17-19, 1990) and by the National Foundation for Public Health Policy (Kansas City, MO, May 20-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Child Health; Children; Comparative Analysis; Foreign Countries; *Health Promotion; *Health Services; Infant Mortality; Infants; Longitudinal Studies; National Surveys; *Preventive Medicine; Public Health; *Public Policy; Questionnaires; Statistical Analysis; Well Being
IDENTIFIERS- *Europe (West); *United States

Earlier observations on U.S. infant health and survival as compared with other Western industrial democracies are extended in a study of preventive health services for children from infancy through adolescence and to the social benefit programs that support their families. This report looks at the condition of children in 10 European countries (Belgium, Denmark, France, Germany, Ireland, The Netherlands, Norway, Spain, Switzerland, and the United Kingdom), all of which have better infant survival rates than the United States and all of which share elements of pluralism in their systems of health care. Issues addressed are: mortality and immunization rates; the effectiveness of barriers to preventive health care; organization and delivery of care; family support systems; policy implications for the United States (financing health care, community providers, tracking and linkage). It is shown that broadly defined preventive health care for children not only improves their health, but also can be provided effectively in a variety of settings. The survey instrument and various related tables and figures are appended. Contains approximately 160 references. (LB)

ED 339 467   PS 020 047

Olsen, Glenn W., Comp.; Williams, Owen E., Comp.
Selected Nanny Child Care Bibliography.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Caregivers; *Child Care Occupations; Employment Qualifications; *Household Workers; Occupational

NOTE- 156p.; Some pages contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; Day Care; *Employed Parents; Employee Absenteeism; Employer Employee Relationship; *Family Programs; *Fathers; Federal Government; Financial Support; Flexible Working Hours; Fringe Benefits; Government Role; Hearings; Job Satisfaction; Leaves of Absence; *Organizational Climate; Parent Attitudes; *Personnel Policy; Quality of Working Life; Trend Analysis; *Work Environment
IDENTIFIERS- Congress 102nd; National Issues

Hearings on family-friendly workplaces for fathers were held in an effort to help create a corporate culture that allows fathers to take advantage of and support different workplace policies. Fathers' impact on children's development, and the reasons why it is important for fathers to be part of the parenting process, are examined. Representative Patricia Schroeder, who presided, cited America West Airlines, Merck, and DuPont as examples of family-friendly corporations. A fact sheet included for the record summarizes relevant national data, including data on fathers' attitudes toward balancing work and family, fathers' involvement in children's well-being, and employer responses to family responsibilities. Family-oriented work policies prepared by the Bureau of National Affairs are also presented in fact-sheet style. The policies cover options in the areas of the time and place of work, counseling programs, child care, leave, information and seminars, telephone access, and financial support. Prepared statements and testimony from witnesses representing such organizations as the City of Los Angeles, the Families and Work Institute, the Family Research Council, the University of Michigan, CBS (Columbia Broadcasting System, Inc.), the Association of Part-Time Professionals, and the Society for Human Resource Management are included, as are prepared statements of representatives from Michigan, Wisconsin, and Virginia. (LB)

ED 339 486 PS 020 088

Child Labor Amendments of 1991. Joint Hearing on S.600 To Amend the Fair Labor Standards Act of 1938 To Improve Enforcement of the Child Labor Provisions of Such Act, and for Other Purposes, before the Subcommittee on Labor and Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, First Session.
PUB DATE- 19 Mar 91
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Advocacy; *Child Labor; Children; Child Welfare; Employees; Federal Legislation; Government Role; Hearings; *Labor Legislation; Labor Relations; Trend Analysis; *Work Environment; Working Hours
IDENTIFIERS- Congress 102nd; Fair Labor Standards Act

A joint hearing was held to consider S. 600, a U.S. Senate bill designed to help educate the public about federal child labor laws and strengthen enforcement of child labor laws through an amendment to the Fair Labor Standards Act of 1938. Senator Howard M. Metzenbaum presided. The hearings were called because of sporadic enforcement of inadequate laws and an explosion of child labor during the last decade, as documented by the

the Head Start program and the public school. It was concluded that parent training and involvement throughout the transition process would be mandatory for all Head Start programs. Appended are a checklist for parents on their needs for information, and a parent pre-test and post-test. Contains 5 references. (Author/LB)

ED 339 504 PS 020 110

Preparing Young Children for Success: Guideposts for Achieving Our First National Goal. An America 2000 Education Strategy.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Health; Economically Disadvantaged; Educational Objectives; *Educational Policy; Federal Programs; Government Role; Health Programs; Learning Readiness; Parent Child Relationship; *Parent Role; Position Papers; Poverty; Preschool Education; *Public Policy; *School Readiness; Success; *Young Children
IDENTIFIERS- *America 2000; National Issues

This paper discusses major issues having to do with definition of terms and implementation strategies implicit in the first national education goal, which states: "By the year 2000, all children in America will start school ready to learn." The principles articulated in the paper by a collaboration of agencies and the private sector are meant to extend to all early education and care settings. Particular attention is devoted to consideration of three objectives relating to the first national education goal: (1) All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school; (2) Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need; (3) Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal systems. The role of federal programs in meeting the first goal is described. Contains 16 references. (LB)

ED 339 505 PS 020 111

Davis, Susan A.
Early Learning Program Policies and Practices: A Synthesis of Findings from a Statewide Teacher Survey.
PUB DATE- Dec 89
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Policy; Educational Practices; Elementary School Teachers; Equal Education; Grade 1; Grade 2; Grade 3; *Instructional Effectiveness; Kindergarten; Learning; Parent Participation; *Parent School Relationship; *Primary Education; Program Evaluation; *State Programs; State Surveys; Success; Tables (Data); *Teacher Attitudes; *Young Children
IDENTIFIERS- *Maryland

A statewide teacher survey was used to obtain data for an

(2) satisfaction with family life and with emotional support from peers and adults; (3) mother-child communication; and (4) mothers' and daughters' perception of family adaptability and cohesion. A brief review of the literature on the effects of maternal employment on children is provided. The most frequently supported conclusion since the 1960s is that, taken by itself, the fact that a mother works outside the home has no universally predictable effects on a child. The findings and hypotheses regarding the effects of maternal employment on adolescents are somewhat contradictory. Some researchers have hypothesized that maternal employment may result in negative effects that emerge in adolescence, but the present findings do not support this hypothesis. The results of this study show no differences in adolescent outcomes for girls whose mothers are employed full-time, employed part-time, or not employed. This result confirms the conclusion in the literature that maternal employment status has no universally predictable effects on children. Appended are nine references and a table showing the daughters' percentile rankings on achievement test scores according to their mothers' employment status (GLR)

ED 339 524 PS 020 141

Esbensen, Steen B.
Playground Design and Mainstreaming Issues: Beyond Ramps.
PUB DATE- 7 Nov 91
NOTE- 6p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Denver, CO, November 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Design Requirements; Disabilities; Early Childhood Education; Foreign Countries; *Mainstreaming; Outdoor Education; *Physical Environment; Play; *Playground Activities; Playgrounds; *Special Needs Students; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs

This paper identifies issues confronting early childhood educators who want to integrate young children with special needs with other children, and the implications of such integration for the design of outdoor play settings. The main thesis of the paper focuses on the ambiguity involved when developmentally appropriate practice in early childhood education comes face to face with trends in play and playground design. It is emphasized that playground equipment needs to provide opportunities and challenges appropriate to the age and development of children. It is important to create an outdoor play setting abundant in: (1) aspects of nature; (2) furniture and shade that allow for creative and social experiences; (3) a variety of surface textures, materials, and loose parts for children to touch and manipulate; and (4) space that allows children to move around, interact with nature, socialize, and challenge their physical dexterity. It is suggested that early childhood educators assess their outdoor environment to determine whether the setting can be improved to provide a richer play experience for all children. Appended are seven references. (GLR)

ED 339 525 PS 020 142

Ranaweera, A. Mahinda

ED 339 543 PS 020 182

Caring: Information for Family Day-Care Providers.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Age Differences; Cooperation; Coping; Developmental Stages; *Discipline; *Family Day Care; Food; Infants; *Interpersonal Competence; Language Acquisition; Nutrition; Parent Teacher Cooperation; Peer Relationship; *Play; Preschool Children; Preschool Education; *Self Esteem; Toddlers; Toys

This series of leaflets provides information for family day care providers on nine topics. Age differences and developmental stages are emphasized. The first topic concerns ways to help young children get along with others. Self-esteem is emphasized, and methods for helping children develop self-esteem are listed. The second leaflet discusses children's growth through play. A list of simple toys for young children is provided. The third leaflet deals with guidance and discipline. Discussed are discipline guidelines and methods, temper tantrums, and the process of working with parents. Language development is covered in the fourth leaflet, which emphasizes storytelling, books, and language games. The fifth and sixth leaflets discuss toys and games for babies and toddlers. The seventh deals with ways for providers to cope creatively with the stress of their job and of working with parents. Aspects of day care as a professional business are considered in the eighth leaflet. Issues discussed include cost, contracts, recordkeeping, recording and reporting of income, expenses, insurance, and advertising. The last leaflet concerns the responsibility of the provider to provide nutritious meals and snacks and to help children develop healthy attitudes about food and eating. A list of information sources is provided for each leaflet. (GLR)

ED 339 544 PS 020 188

Epstein, Joyce L.; Herrick, Susan C.
Implementation and Effects of Summer Home Learning Packets in the Middle Grades. Two Reports.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Family School Relationship; Grade 7; Grade 8; *Home Study; Junior High Schools; *Language Arts; Language Skills; *Learning Modules; Mathematics; Middle Schools; Parent Attitudes; *Parent Participation; Parent Student Relationship; *Program Evaluation; *Program Implementation; Student Attitudes; Summer Programs
IDENTIFIERS- Baltimore City Public Schools MD; *Middle School Students

In the summer of 1989, Summer Home Learning Packets in

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; Biculturalism; Civil Liberties; Cognitive Style; College Faculty; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Foreign Countries; Higher Education; *Indigenous Populations; International Organizations; *International Programs; *Multicultural Education; *Role of Education; Teacher Attitudes; Teaching Styles

This paper discusses international initiatives concerning the rights of indigenous people, particularly the education of American Indians. Select United Nations and other international organizations continue to demonstrate genuine concern for the survival, growth and development of indigenous peoples. Many international efforts are in preparation for the United Nations designated "Year of Indigenous Peoples" in 1993. Education is high on the list of challenges faced by indigenous peoples. Education extends awareness and appreciation of the culture among its members and prepares indigenous peoples for productive and effective roles in the dominant economy. Recent studies of American Indian education contend that the integration of American Indian language and culture into the regular school curriculum is critical to improving student achievement. College faculty members can play a crucial role in the cultural awareness and retention of Indian college students. Helpful guidelines for interacting with Indian students include: (1) understanding and dealing with racism; (2) recognizing non-traditional leadership skills; (3) recognizing the need for a strong support person; (4) recognizing the need for long-range and short-term goals and objectives; (5) recognizing the need for understanding self; and (6) recognizing the need for a positive self-image. Faculty should also consider aspects of Indian culture which are relevant to learning such as a strong oral tradition and a preference for synthesis of information rather than rote learning. (KS)

ED 339 562 RC 018 330

Lungwangwa, Geoffrey
Meeting the Educational Needs of Children in Sparsely Populated Areas through Multigrade Teaching: An Experience from Zambia. A Summary of a Research Report.
SPONS. AGENCY- Ministry of General Education of the Republic of Zambia, Lusaka.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; *Classroom Techniques; Community Support; Curriculum Development; *Educational Assessment; Educational Change; Elementary Education; Foreign Countries; *Multigraded Classes; Program Evaluation; Rural Education; *Rural Schools; School Effectiveness; Teacher Education; Teacher Role
IDENTIFIERS- *Zambia

A study conducted in 1988 assessed the effectiveness of the multigrade system in providing a primary education at four pilot schools in sparsely populated, rural areas of Zambia. In an attempt to alleviate the problems of financial strain and low enrollment in rural schools, this system combines two or more grade levels into one class taught by one teacher simultaneously. Four teaching methods were devised for successful in the education profession be evaluated for college entrance using an individually administered test of intelligence. More minorities with the appropriate educational background are needed in the education profession. Typical recruitment of minority students involves seeking schools with minorities of higher socioeconomic class. Endowment-rich institutions seek these students early, offering excellent scholarships. However, there is a large number of untapped minority students who may turn out to be excellent college candidates. Smaller, less affluent colleges may benefit from locating minority students whose intellectual profiles indicate average to above-average global intelligence with an overlay of socio-cultural deprivation, and who have not been maturationally ready to overcome these decremental factors before the end of high school. The following tactics may aid in this effort: (1) developing a network of trained recruiters to identify lower-achieving capable minorities, and rewarding the recruiter for each referred student accepted into the institution; (2) requesting a longitudinal file on the student to be sent to a screening committee; (3) conducting a battery of individual tests, including intelligence, achievement, interest, and personality measures; (4) orienting the student to college life; and (5) applying this procedure to other minority populations. This document contains four figures and seven references. (KS)

ED 339 580   RC 018 423

Agnello-Linden, Mary Frances
Alcohol Use and Abuse in a Rural School.
PUB DATE- Oct 91
NOTE- 16p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; Community Influence; Drinking; High Schools; *Parent Attitudes; Peer Influence; *Rural Schools; Social Influences; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Texas

Student responses were elicited in classroom discussions about alcohol use in their own rural community. Teachers and parents responded to questionnaires and interviews concerning various aspects of alcohol consumption as part of the local lifestyle. Students gave reasons for drinking such as ethnic and religious acceptance in the local community, parental permissiveness, and lack of parental supervision. Many students focused on the idea of social drinking as opposed to addictive drinking. They reported a general lack of police enforcement of underage drinking laws. Some students knew serious drinkers and described a family tendency toward alcoholism. Students usually obtained alcohol by asking people to buy it for them or by using fake identification. The 10 teachers interviewed agreed that students began drinking at early ages largely due to peer pressure. Alcohol was seen as readily accessible to teens who had too much idle time. Teachers expressed belief that alcohol affects student performance in school, self-concept, and discipline both at home and in school. There was general consensus that alcohol has profound effects on families, ranging from divorce, uncomfortable home environment, and alienation, to economic instability. Contrary to student and teacher reports, parents reported that they and their children

ED 339 598 SE 052 429

Phillips, Elizabeth; And Others
Patterns and Functions. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 5-8.
PUB DATE- 91
NOTE- 72p.; For other titles in this series, see SE 052 560, SE 052 588-589, SE 052 682, SE 052 735, and SE 052 750. For the document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Curriculum Enrichment; *Discovery Learning; Elementary School Mathematics; Enrichment Activities; Geometric Concepts; Intermediate Grades; Junior High Schools; *Learning Activities; Manipulative Materials; Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Measurement; Number Concepts; *Pattern Recognition; *Problem Solving; Rational Numbers; Teaching Guides; Teaching Methods
IDENTIFIERS- Exponential Growth; Exponents (Mathematics); Graphing (Mathematics); *NCTM Curriculum and Evaluation Standards; Number Theory; *Patterns (Mathematics); Patterns In Arithmetic

The "Curriculum and Evaluation Standards for School Mathematics" (1989) provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. The document not only addresses what mathematics students should learn but also how they should learn it. When completed it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. Activities have been field tested by teachers to ensure that they reflect the realities of today's classrooms. Building on the experiences of the elementary grades, the "Patterns in Functions" booklet in the Grades 5-8 series provides examples of how patterns can be used to develop or deepen understandings of important concepts in exponents, number theory, rational numbers, measurement, geometry, probability, and functions. Each of the guide's five sections starts with problems to explore, (called investigations), in which patterns can be used to analyze and solve the problem. This method of using patterns to investigate problem situations allows students to think before and beyond the answer: to see patterns, to generalize, to extend, to connect, and to evaluate. The five sections are: (1) Exponents and Growth Patterns; (2) Number Theory and Counting Patterns; (3) Rational Number Patterns; (4) Measurement and Geometric Patterns; and (5) Graphs and Functions as Patterns. (MDH)

ED 339 599 SE 052 435

Buck, Harry L., Comp.; Buck, Katie, Comp.
Catalog of Energy and Environmental Education Resources, Secondary Edition.
PUB DATE- Jun 89
NOTE- 176p.
LANGUAGE- English

ED 339 614 SE 052 604

Peel, Tina; And Others
SQUARE ONE TV: The Comprehensive and Problem-Solving Study. Final Report.
PUB DATE- Jul 87
NOTE- 147p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). For a set of five volumes of research on this topic, see SE 052 595-598. For more related research, see SE 052 599-603.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Childrens Television; Critical Thinking; Educational Television; Elementary Education; Elementary School Mathematics; Enrichment Activities; Mathematical Applications; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Student Attitudes; *Television Curriculum; *Thinking Skills
IDENTIFIERS- *Square One TV

A study assessed third- through sixth-grade children's comprehension of selected problem-solving segments from SQUARE ONE TV. A sample of 140 children, equally distributed among the four grades, with 49% girls and 51% boys, and an ethnic composition of 56% White, 22% Black, 19% Hispanic, and 3% other, and 3% other, were randomly assigned to viewing groups of three students of the same sex. Each group was shown two segments separated by a 5- or 6-week interval and assessed afterwards in a group interview for their ability to remember mathematically relevant information, understand the mathematical concepts and problem-solving principles, and extend the relevant concepts to new problem-solving situations. In addition, children were asked to describe their feelings upon reaching the solution of the problem and to recall as much as possible about previously viewed segments. Data analyses suggested the following conclusions: (1) segments' problem-solving content appeared to be accessible to children throughout the target age range; (2) satisfactory response rates began at 65% for third-graders and increased with age, indicating age-appropriateness of the segments; (3) children were able to extend problem-solving principles to new situations; (4) the segments provided motivating context for mathematical "happy," "glad," and/or "proud" suggested that SQUARE ONE TV characters serve as positive role models for problem solving. (MDH)

ED 339 615 SE 052 682

Coxford, Arthur F., Jr.
Geometry from Multiple Perspectives. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 9-12.
PUB DATE- 91
NOTE- 72p.; For other titles in this series, see SE 052 429, SE 052 560, SE 052 588-589. SE 052 735 and SE 052 750. For the document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Analytic Geometry; Classroom Techniques; Curriculum Development; Discovery Learning; Enrichment Activities;

authority and a greater ability to deal with issues of authority effectively as they go about their daily life as citizens in U.S. society. For each of the 12 lessons, the guide provides an overview, objectives, materials needed, and teaching procedures. An introduction discusses the rationale of the Law in a Free Society program, the organization of the Authority segment of the curriculum, the use of intellectual tools in analyzing issues of authority, program components, and helpful hints for conducting class discussions. The 12 lessons are organized into four units. Unit 1, What is authority? includes: (1) What is the differences between authority and power without authority? (2) What are some sources of authority? and (3) How can we use authority? Unit 2, How can we evaluate rules and candidates for positions of authority?, presents: (4) How should we choose people for positions of authority? (5) Who would you select for this position of authority? (6) What should be considered in evaluating rules? and (7) How would you create a law? Unit 3, What are the benefits and costs of authority?, contains: (8) What are some consequences of authority? and (9) How do you judge the benefits and costs of authority? Unit 4, What should be the scope and limits of authority?, features: (10) What makes a well-designed position of authority? (11) How would you evaluate this position of authority? and (12) How would you design a position of authority? A concluding activity, What should be the limits on challenging authority?, also is provided. (DB)

ED 339 636 SO 021 438

Justice. Law in a Free Society Series. Level VI. Second Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 90
NOTE- 176p.; For corresponding Teacher's Guide, see SO 021 439. For other items in series, see SO 021 436-441. Sections containing blue type may not reproduce distinctly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; High Schools; *Justice; *Law Related Education; *Problem Solving; Skill Development; Social Problems; Social Values; Student Educational Objectives; Values Education

Designed to help high school students, this curriculum guides youngsters to develop a better understanding of difficult issues raised by questions of justice. It is hoped that the ideas, observations, questions, and procedures students learn in the curriculum will help them to make informed decisions about how to promote justice and combat injustice in their own lives and the world around them. Fifteen lessons, organized into four units, comprise the guide. Unit 1, What is Justice, includes (1) Why divide issues of justice into three categories? and (2) How do our nation's founding documents promote justice? Unit 2, What is Distributive Justice?, features (3) How can intellectual tools be used to analyze issues of distributive justice? (4) A problem of distributive justice: who should get the airline pass? and (5) What other values and interests should be considered when dealing with issues of distributive justice? Unit 3, What is Corrective Justice?, contains (6) What is the first intellectual tool

IDENTIFIERS- *Peace Education
A bibliography of reports and articles dated 1958-1990 concerning peace education is presented. These publications were written mainly in European languages between 1980 and 1990; an English translation of each title is included where necessary. The project group "Preparedness for Peace," which is responsible for the bibliography, carries on research and development work on peace education and related aspects of the internationalization of school teaching. (DB)

ED 339 654 SO 021 582

Education for World Citizenship: Peace Learning, Empowerment into Action, and Transnational Networks. Elise Boulding and The Project "Preparedness for Peace." Peace Education Miniprints No. 10.
PUB DATE- Mar 91
NOTE- 17p.; For related documents in the series, see ED 335 249-250 and SO 021 581 and SO 021 584.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Controversial Issues (Course Content); Educational Change; Educational Objectives; Elementary Secondary Education; *International Education; Moral Issues; *Peace; *Role of Education; World Affairs; World Problems
IDENTIFIERS- *Boulding (Elise); *Peace Education
An interview with Elise Boulding, a U.S. sociologist, concerning her views on peace education is presented. Dr. Boulding has undertaken numerous transnational and comparative studies on conflict and peace, development, family life, and women in society. She has taught at the University of Colorado and Dartmouth College and, at the time this interview was conducted, was Secretary General of the International Peace Research Association. In this interview, Dr. Boulding responds to questions about (among other topics) the concept of peace education, efforts towards peace education in the United States, and the role of the teacher in peace education. (DB)

ED 339 655 SO 021 584

Bjerstadt, Ake, Ed.
Books on Peace Education: A Selective Bibliography. Peace Education Miniprints No. 12.
PUB DATE- Apr 91
NOTE- 25p.; For related documents in the series, see ED 335 249-250 and SO 021 281-282.
LANGUAGE- English; German; Swedish; Danish; Norwegian
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Objectives; Foreign Countries; Higher Education; *International Education; *Peace; *Role of Education; Social Change; World Affairs; World Problems
IDENTIFIERS- *Peace Education
Education for global perspectives and non-violent relations is increasingly seen as an important task for schools. This bibliography of monographs, articles, and reports dealing with peace education is heterogeneous in kind and the items are available from a broad range of sources. The listed materials are written in English, German, and the Scandinavian languages; most are of recent origin. (DB)

ED 339 656 SO 021 590

disciplines in academia. The strongest argument for dance to remain in physical education is that removing physical dance from physical education department is tantamount to removing dance from removing dance from physical education is tantamount to removing dance from the physical education curriculum in the public schools. Dance faculty frequently find themselves a minority and not in decision-making positions in physical education departments. Frustration with powerlessness encourages dance faculty to leave. The catalyst that encouraged the move was the advent of the Arts and Humanities governmental funding policy (1965) that enabled dance faculty to receive federal funding because of the status of dance as an art form. Affiliation with other disciplines in academia offered greater autonomy for dance faculty and their programs. (Author)

ED 339 678 SP 032 364

Muskin, Carol
Academic Work in High School History Classes: Opportunity To Learn in Six Schools.
PUB DATE- Apr 90
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Critical Thinking; Educational Environment; High Schools; *High School Students; Learning Strategies; Social Studies; Teacher Background; *Teacher Effectiveness; *Teaching Methods

Observational and interview data from 12 teachers in 6 schools is used to examine academic work in high school history classes, with the goal of investigating how opportunity to learn differs for students across schools, teachers, and ability groups. Academic work is analyzed to determine the degree of challenge and accountability provided and the degree of student engagement. Analysis revealed that only 4 teachers and 7 of the 24 classes consistently offered a high degree of opportunity to learn. Various teacher background and school context variables are examined to explain the discrepant opportunity provided by the teachers. (Author/JD)

ED 339 679 SP 033 180

O'Loughlin, Michael
The Influence of Teachers' Beliefs about Knowledge, Teaching, and Learning on Their Pedagogy: A Constructivist Reconceptualization and Research Agenda for Teacher Education.
PUB DATE- Jun 89
NOTE- 25p.; Paper presented at the Annual Symposium of the Jean Piaget Society (19th, Philadelphia, PA, June 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Learning; *Cognitive Development; Developmental Psychology; Educational Principles; *Educational Research; Educational Theories; Elementary Secondary Education; Higher Education; Literature Reviews; Preservice Teacher Education; *Teacher Attitudes; Teacher Role; *Theory Practice Relationship

Trends and Issues Paper No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accreditation (Institutions); Athletics; Career Planning; *Credentials; Dance Education; Educational Administration; Faculty Evaluation; *Health Occupations; Higher Education; Leisure Education; Movement Education; Physical Fitness; Professional Associations; *Program Implementation; *Student Certification; Therapeutic Recreation

This trends and issues paper considers the emerging presence of credentialing programs in the health, leisure, and movement professions in which such diverse occupations as health education teachers, aerobics instructors, exercise physiologists, dance therapists, community park managers, intramural directors, and military fitness instructors are included. The publication's purpose is to assist: (1) students in career planning; (2) professionals who evaluate credentialing options; (3) college and university faculty involved in curriculum design; and (4) professional organizations considering the development of a credentialing program. The document is organized into two parts. The first, entitled "General Trends and Issues in Credentialing," includes: a definition of credential; credentialing in health, leisure, and movement; and references and resources. Part two, "Credentialing Programs in Health, Leisure, and Movement," incorporates the most up-to-date information on several credentialing programs in each field including: parks, recreation, and leisure services; intramural-recreational sports administration; health education; dance education; dance/movement therapy; physical fitness/conditioning leadership; and physical fitness assessment. (LL)

ED 339 698 SP 033 493

Villegas, Ana Maria
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- American Indians; Blacks; Classroom Techniques; *Cross Cultural Training; *Cultural Awareness; *Cultural Context; Cultural Pluralism; Elementary Secondary Education; Heterogeneous Grouping; Hispanic Americans; *Minority Groups; *Multicultural Education; Student Characteristics; Teacher Effectiveness; Teacher Role; *Teaching Skills
IDENTIFIERS- African Americans; Diversity (Student)

The purpose of this trends and issues paper is to advance the search for creative solutions to the difficulties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the these preferred styles of learning. A 10-item list of references is included. An attachment contains the LSI and two interpretive figures. (SLD)

ED 339 716 TM 017 542

Barcikowski, Robert S.; Elliott, Ronald S.
Exploratory Multivariate Analysis of Variance: Contrasts and Variables.
PUB DATE- Oct 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Correlation; *Discriminant Analysis; *Mathematical Models; *Multivariate Analysis; Research Methodology; *Statistical Significance
IDENTIFIERS- *Exploratory Studies; *Roy Bose Confidence Intervals

The contribution of individual variables to overall multivariate significance in a multivariate analysis of variance (MANOVA) is investigated using a combination of canonical discriminant analysis and Roy-Bose simultaneous confidence intervals. Difficulties with this procedure are discussed, and its advantages are illustrated using examples based on the following four data sets with different characteristics: (1) one-way MANOVA with three dependent variables and five subjects in each treatment; (2) 3 treatments, 4 dependent variables, and 12 subjects in each treatment; (3) one-way MANOVA with eight treatment levels and two dependent variables; and (4) 3 treatment groups and 3 variables with 125, 90, and 25 subjects, respectively. The proposed process--Roy/STP (moderate)--identifies treatment mean contrasts and dependent variables worthy of further consideration. Important parts of the process discussed can be gleaned from standard packaged statistical routines, but the step of using the Roy-Bose confidence intervals is left to the researcher. A program to complete the procedure is available in SAS and Fortran. Sixteen references are listed. An appendix illustrates the confidence interval procedure. (SLD)

ED 339 717 TM 017 551

Fremer, John
Edumetric Considerations in the Design of the New SAT.
PUB DATE- Aug 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; Educational Assessment; Educational Change; Educational Practices; English (Second Language); Higher Education; High Schools; Listening Comprehension Tests; Mathematics Tests; Reading Tests; *Standardized Tests; *Test Construction; Test Content; *Theory Practice Relationship; Verbal Tests; Writing Tests
IDENTIFIERS- *Edumetric Properties of Tests; Performance Based Evaluation; *Scholastic Aptitude Test; Test Revision

NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Achievement Tests; *College Sophomores; *Educational Assessment; Followup Studies; Higher Education; Interviews; *Objective Tests; Outcomes of Education; Program Effectiveness; Program Evaluation; *Scores; Student Attitudes; *Student Motivation; *Testing Problems; Test Score Decline
IDENTIFIERS- *College Outcome Measures Project; Northeast Missouri State University; Relevance (Personal)

The College Outcome Measures Program (COMP) objective test is used by colleges and universities to monitor the success of their undergraduate programs and as part of general assessment efforts. At Northeast Missouri State University (Kirksville), 102 students were identified as having suspect COMP scores based on the three criteria of: (1) COMP total score 20 points or more below the American College Testing Program (ACT) assessment battery composite score; (2) unrealistically high or low freshman to sophomore COMP total score change; and (3) COMP total score below the chance score (130) for the test. Because of student withdrawals and unwillingness to participate, only 45 students were interviewed concerning the rationale behind their performance on the COMP. Students were asked about their orientations with respect to the examination, their perceptions of testing conditions, and their motivation. Results suggest that lack of student motivation to perform well on the sophomore examination was the primary reason for the suspect scores. Test results were perceived as being of little importance or relevance. Recommendations for improving student motivation with regard to this examination are discussed. Seven tables and five references are included. The structured interview is provided. (SLD)

ED 339 736 TM 017 648

Market Data Retrieval's Enrollment Report 1990/91 vs. 1991/92.
PUB DATE- 91
NOTE- 17p.; For prior year report, see ED 330 698.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Enrollment; Enrollment Trends; *Public Schools; *School Statistics; Tables (Data); Trend Analysis
IDENTIFIERS- *Variance (Statistical)

Four data tables illustrate how school enrollment in the United States in 1990-91 compares with that of 1991-92. The first table lists, alphabetically by each state, public school enrollments for the 1990-91 and 1991-92 school years, along with the variance between the two years and the percentage of variance. The total enrollment for 1990-91 was 41,073,778 and that for 1991-92 was 41,815,944. The second table lists, in descending order by the variance between the two years, the enrollment increases (of 1,000 students or more) of 180 counties, ranging from a variance of 41,351 to 1,005. The third table lists, in descending order by the variance between the two years, county enrollment decreases of 1,000 students or more for seven counties nationwide. The variance for these counties ranged from 3,072 to 1,343. The fourth table lists, in decreasing order of the variance between the two years within each state, county enrollment variances (either a gain or loss)

Institutional Autonomy; Institutional Characteristics;
*Institutional Cooperation; *Institutional Mission; Leadership;
*State Universities; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting; *Hawaii

This case study examined the separation of a community college in Hawaii from a local university where both had functioned as one for 20 years. The study used Robert Yin's model of investigating a "real-life" situation and several sources of data including: informal interviews, field notes, and archival data. In addition, the metaphor of "divorce", frequently used by many institutional members, was explored as an analytical device. Initial results showed confusion among faculty over institutional mission and priorities at both the community college and the university with the community college faculty split over the vision of the type of student they aim to produce and the university faculty struggling to balance a desire to appear friendly and open yet scholarly and learned. Also found was a high level of confusion and problems with leadership. At the community college, members lacked strong leadership which increased general chaos. Balancing competition and cooperation also emerged as an issue with both institutions competing for the same students and yet having to cooperate in the use of shared resources (library, campus center, dormitories, classroom space). Included are 18 references. (JB)

Analysis of Various Environmental Conditions. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Boston, MA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Budgeting; Comparative Analysis; Economic Climate; *Educational Environment; Educational Finance; Financial Policy; *Financial Support; *Fiscal Capacity; Higher Education; *State Aid; Tax Effort
IDENTIFIERS- Arizona; *ASHE Annual Meeting; Michigan

This paper discusses a study that examined three questions: How has overall state spending on higher education changed from year to year in relation to states' ability to fund higher education? (2) Has the growth in state spending on higher education varied significantly from the growth in total state budgets in recent years? and (3) What have been the factors contributing to the changes? The paper discusses the study in three main analytical sections. The first includes an analysis of state tax capacity and state spending on higher education per capita in fiscal years 1980 and 1990. The second section looks at data collected annually by the Fiscal Section of the National Conference of State Legislatures regarding state budget actions between 1985 (first year of the survey) and 1990. It also provides statistical comparisons of higher education spending growth with overall spending growth in the states showing the ebb and flow of higher education spending at somewhat differing rates than the ebb and flow of overall spending. The final section focuses on the experiences of two states: Michigan and Arizona, and traces the resulting policies (share of state spending for higher education) to events and evidence of policy prominence. Appendices contain study statistics. Contains 18 references. (GLR)

the local media are also suggested. Basic rules for radio and television interviews--including tips on how to dress and behave on camera--conclude the guide. (DB)

ED 339 338 IR 015 258

Parker, Judy
Building and Communicating Your Image.
PUB DATE- 91
NOTE- 36p.; For related documents, see IR 015 256-259.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Educational Administration; Elementary Secondary Education; Information Management; Interpersonal Communication; Mass Media; Newsletters; Parent Teacher Conferences; Personnel Management; *Public Relations; School Community Relationship; School Districts; Worksheets

This collection of guidelines and worksheets provides information on the development of good communications skills, aspects of interpersonal communication, and elements of administrator effectiveness in the field of education. Specifically mentioned are a public relations project; coping with rumors and grapevine information; social networking; criteria for publications; guidelines for principals; personnel management; newsletters; internal public relations; parent teacher conferences; mass media interviews; student discipline; telephone surveys; involving non-parents in the schools; and developing effective school community relationships. (DB)

implementation issues related to six components of such a system, i.e., video monitors, computers, software, interface devices or cables, videodisc or videotape data, and videodisc or videotape players. Five examples of classroom applications are then described: (1) Laser Learning Reading Program for teaching middle grade students reading comprehension; (2) Target Interactive Project (TIP), alcohol and drug education; (3) Project CENT, consumer education; (4) the National Gallery of Art Program; and (5) Project Interact, which is designed to help teachers transfer interactive technology into classrooms across all subjects and grades. The effectiveness of interactive video systems is then explored in the context of research on computer-based instruction and research on interactive video, and an agenda for future interactive video research is proposed. A look at some current and future developments in videodisc and interactive video technologies and their role in the school of the future concludes the report. (74 references) (DB) their information technology needs; (3) planning to meet their information technology needs; (4) predicting the future of information technology; (5) considering the impact of library technology on library programs and services; and (6) noting concerns associated with the electronic access to and retrieval of information, including networking and licensing, leasing, and copyright concerns. A brief review of technological trends introduces discussions of each of the six issues. Each of these discussions identifies trends in that area and provides questions for consideration in planning, assessing, and evaluating the technological environment. The concluding summary advocates the use of information technology to integrate the research and educational communities, and predicts an advocacy role for future librarians as information, service, and technology providers. (21 references) (MAB)

attention to assure that current information is available to the browsing patron. (A copy of the data analysis worksheet and a 23-item bibliography are included as well as 21 end notes.) (Author/MAB)

ED 339 394 IR 053 850

Shelley, Patricia A.
Journal Evaluation Research of the Northside Medical Center Library of the Western Reserve Care System in Youngstown, Ohio.
PUB DATE- Jul 91
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bibliographic Databases; Citation Analysis; *Evaluation Methods; Interlibrary Loans; *Library Collections; *Library Material Selection; *Medical Libraries; Microfiche; *Periodicals; User Needs (Information); *Use Studies
IDENTIFIERS- MEDLINE

Arguing that recommended lists for hospital libraries are too general, this use study evaluated the journal collection of a small hospital library. It is noted that the literature on use studies indicates that, with the availability of resources through computer searches, interlibrary loans, consortiums and networks, journal evaluation is no longer limited to an individual library's collection. The requests for interlibrary loans were used to analyze the weaknesses of the Northside Medical Center Library collection (Youngstown, Ohio). It was discovered that journals which were not used were those that were not indexed in popular medical indexes or received low scores in citation analysis, and that the MEDLINE computer database is increasingly becoming a priority in establishing what should be in the hospital library journal collection. This study also found that the only solution to keeping a quality journal collection in a small hospital library is microfiche, and that it is not possible for a small hospital library to supply all of the available medical information that will be requested. It was concluded that evaluation of serial collections results in a greater awareness of the literature and allows the investigator to have more assurance and accuracy in establishing a comprehensive and efficient medical journal collection. A list of journals recommended for the Northside Medical Center Library is included. A copy of a data collection form is appended. (26 references) (MAB)

Master Contract by and between the Board of Trustees of Washington Community College District 17 (The Community Colleges of Spokane) and the District 17 Association for Higher Education, September 1, 1988-August 31, 1991.

PUB DATE- 88

NOTE- 83p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Textbook Selection; Two Year Colleges; Unions

IDENTIFIERS- National Association of Teachers; National Education Association; *NEA Contracts; Spokane Community College WA

The collective bargaining agreement between the Board of Trustees of Washington Community College District 17 and the District 17 Association for Higher Education (AHE) is presented, covering all academic employees employed by Spokane Community College, Spokane Falls Community College, and the Institute for Extended Learning. This contract, covering the period from September 1, 1988 to August 31, 1991, deals with the following topics: bargaining agent recognition; management rights; working conditions (e.g., academic freedom, non-discrimination, right to safe working conditions, personnel files, keys, in-service training, right to due process, district staff manual, individual contracts, payment while injured, liability protection, tuition fee waiver, student complaints, copyright, and parking); workload and terms of employment; transfers and vacancies; academic employee leave policy; AHE rights; tenure; dismissal; reduction-in-force; department chair; textbook adoption; academic employee assessment; employment screening and selection procedures; insurance benefits and payroll deductions; salary schedule; salary schedule placement and movement; grievance procedures; savings clause; scope of agreement; impasse procedure; hourly contracted employees; and the duration of the agreement. Appendixes provide evaluation forms, a grievance report form, information on faculty and staff personnel, administrative procedure for dismissal, the department chair election procedure, the workload adjustment committee, and master changes for the contract. (JMC)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Critical Thinking; Higher Education; Instructional Improvement; Learning Strategies; Learning Theories; Needs Assessment; Program Descriptions; *Program Design; *Program Development; Program Effectiveness; Skill Development; *Thinking Skills

When designing a program to improve the critical thinking skills of students, it is important to identify the specific learning outcomes for which to strive. In addition, the instructor must determine why students are not currently exhibiting the kind of critical thinking skills desired in order to develop the appropriate techniques and methods to overcome these skills deficiencies. Attempts to enhance critical thinking and reasoning skills have generally fallen into two categories: stand-alone courses, and discipline-specific courses in which thinking enhancement efforts have been incorporated. Stand-alone courses tend to be less effective because the skills acquired must then be transferred to subsequent courses. The three steps to selecting or creating a program for enhancing students' thinking and reasoning skills are as follows: determine long-term goals; (2) assess the needs and characteristics of students; and (3) identify short-term tactical goals which can be realistically attained in the time allotted. Following a detailed listing of critical thinking skills and a review of program development strategies, this report provides brief descriptions of 13 specific programs including the following: (1) Accent on the Development of Abstract Processes of Thought (University of Nebraska-Lincoln); (2) Development of Operational Thinking Skills (Illinois Central Community College); (3) Development of Reasoning in Science (California State University at Fullerton); (4) Mathematical Preparation for Physics (University of Alabama at Birmingham); and (5) A Practicum in Thinking (University of Cincinnati, Ohio). A 30-item bibliography is included. (PAA)

and frustration) and reviewing instructional techniques that undermine or enhance motivation. Chapter 5 offers guidance on planning for instruction, including principles of learning and instruction and procedures for planning. In chapter 6, various teaching methods and classroom techniques that have been effective with adults are described. Chapter 7 reviews traditional teaching techniques such as lectures, discussion groups, reading assignments, and the use of various media, offering suggestions on how to use these techniques most effectively. Chapter 8 considers facilitative teaching techniques in terms of pedagogy and androgogy, and specific techniques such as acquaintance, warm-up, and data collection activities (e.g., "human bingo" and cross-interviews); discussion techniques; simulations; role play; laboratory methods; assigned reading and research; and instrumentation. After chapter 9 introduces various other issues such as testing and evaluation, homework, and grading, chapter 10 presents a post-test to help teachers evaluate themselves. A 62-item bibliography is included.

Information
IDENTIFIERS- *Home Child Care; *Nannies

This bibliography on nanny child care contains approximately 180 references to material about nannies, mother's helpers, au pairs, and governesses. The bibliography is organized by the categories of newspaper articles, journal articles, newsletter articles, books, and audiovisual materials. The items are drawn primarily from U.S. sources, but some Canadian, Australian, and British information is included. Material that deals primarily with the child care aspect of the nanny profession is excluded. The bibliography is intended to help teachers, placement agencies, families, nannies, and people considering the nanny profession. Most of the items cited were published between 1981 and 1990, although a few date from the late 1950s and early 1960s. References are not annotated. (LB)

federal government and various child welfare, labor, and consumer organizations. Testimony of key officials of the U.S. Department of Labor is included, as are prepared statements and testimony from witnesses representing such organizations as the American Academy of Pediatrics, the American Association of School Administrators, the National Council of Chain Restaurants, the National Restaurant Association, the Virginia Farmworkers Legal Assistance Project, the New Jersey Department of Labor, and the U.S. General Accounting Office. Senators from the states of Connecticut, Utah, Vermont, and Minnesota also submitted written testimony, and various articles, publications, and letters are provided, including a summary of the Child Labor Amendments of 1991 and a transcript of the videotape, Danger: Kids at Work. (LB)

ED 339 487 PS 020 090

Chauliac, Michel; And Others
Nutrition Education.
PUB DATE- 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; *Child Welfare; Cultural Context; *Developing Nations; *Eating Habits; Elementary Secondary Education; *Foods Instruction; Foreign Countries; *Nutrition Instruction; Physical Health; Preschool Education; Program Development; Young Children
IDENTIFIERS- Africa (West)

Nutrition education is the theme of this issue of "Children in the Tropics," which emphasizes an analysis of the situation of nutrition education programs, particularly in third world countries. It is noted that in most cases, it is necessary to integrate aspects of nutrition education into broader programs that encompass agricultural and food issues in biological, cultural, economic, social, and cognitive contexts. It is suggested that there is no reproducible model for nutrition education, but that local settings and populations must be the foundation on which nutrition programs are built. The nutrition education approach presented involves: (1) analyzing the situation--that is, determining nutritional status and food consumption, and finding out what determines dietary consumption and behavior; (2) engaging the participation of the population; and (3) developing programs, including identifying target groups, messages, channels of communication, evaluation, and personnel training. A project involving education about food and diet in a nursery school in West Africa is described. A technical note on an educational series on food designed for small children by the International Children's Centre is included. Appended is a grid to be used in the study of local environments and living conditions. (LB)

investigation of learning in the primary grades in Maryland schools. Teachers in 85 schools in 23 of Maryland's 24 school systems were surveyed. A total of 808, or 97 percent, of the teachers of kindergarten through third grade classes responded. The survey addressed the following topics: (1) early learning program goals; (2) the organization of early learning programs; (3) equitable opportunities for all children; (4) content of teaching and learning; (5) delivery of instruction; (6) the process of responding to individual differences; (7) assessment of children's development and school performance; (8) circumstances surrounding teaching in early learning programs; (9) family involvement; (10) program evaluation and improvement; and (11) factors that promote or impede children's school success. This eight-part report discusses the rationale for the study, methodology, findings, statistical data, recurrent themes, general patterns, and program success. Since the study was intended to describe early learning policies and practices in the state as a whole, the findings supply only a good approximation of how early learning programs function in individual schools. Although no overall conclusions are drawn, common practices and policies regarding learning, teaching, parental involvement, evaluation, and the promotion of success in learning are reported. A list of elements of appropriate and effective programs for children in kindergarten through third grade is appended. Contains 100 references. (LB)

Innovative Approaches to Achieving Universal Primary Education and Its Democratization: A Synopsis.
PUB DATE- May 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attendance; *Childrens Rights; Developing Nations; *Educational Planning; *Elementary Education; *Equal Education; Foreign Countries; Literacy; *Nonformal Education; School Community Relationship
IDENTIFIERS- *Informal Education

This paper presents information culled from a study of 200 publications about innovative approaches towards achieving universal primary education (UPE) and its democratization. The first part of the paper addresses the topics of children's right to primary education, the role of primary education in eradicating adult illiteracy, and the difficulty in formulating a definition of UPE. The first section also presents data on current enrollment, gender disparities, and causes of nonattendance in primary education. The second part of the paper discusses nonformal approaches to UPE. Described are: (1) the target groups of UPE; (2) UPE's structural and methodological features, teacher training, finances and resources; and (3) policymaking involved with nonformal approaches. Nonformal UPE programs from India, Peru, Bolivia, Ecuador, Bangladesh, Tanzania, Cameroon, and Sudan are highlighted. The third part of the paper considers various issues involved with educational planning and research. The fourth part discusses problems and issues that arise in the relationship between formal, nonformal, and informal educational approaches. A reference list of about 80 titles, extracted from the original 200 reviewed publications, is included. (BC) mathematics and language arts were distributed to seventh and eighth graders at Calverton Middle School (Maryland). The packets contained review exercises for students to complete with the help of their parents. In the first of the two studies reported in this document, "Reactions of Parents and Student to Summer Home Learning Pockets in the Middle Grades" (Joyce L. Epstein and Susan C. Herrick), students and parents were surveyed concerning their opinions on the packets. Results indicated that families appreciated the school's efforts. Parents and students offered recommendations for improving the packets. In the second study, "Effects of Summer Home Leaning Packets on Student Achievement in Language Arts in the Middle Grades" (Joyce L. Epstein and Susan C. Herrick, the effects of the learning packets on students' language skills were examined. An English achievement test was given to sixth graders in the spring of 1990, and again in the fall of the seventh grade, after students had worked on the learning packets during the summer. Results indicated that, in general, students' scores in the posttest were predicted by their scores in the pretest. However, for students who were marginal in skills, the number of packet activities completed in the summer was related to an increased posttest score. Appendixes to the first study include copies of the survey questionnaires and tabulations of survey results. Five references are cited. (BC) presenting subjects proficiently to students at different grade levels. To assess the effectiveness of the multigrade system, a study was conducted to collect information about the schools, the teachers, the students, and the communities involved in the program. Results of the study indicate that the system provided an opportunity for rural children to complete a full primary education at a low cost to the child's family and the government. The system helped schools gain increased community support. Access to education leads to increased student enrollment and reduced outmigration of the population in the school communities. Based on the secondary school selection examination, all four pilot schools were successful in promoting pupils to grade 8. The impact of the program on student basic academic skills and academic achievement was not addressed in the study, and further research in this area is recommended. Inadequate education supplies was a problem in the pilot schools due to geographic remoteness. Because of the positive experiences, the Ministry of General Education of Zambia has introduced the multigrade system in 200 schools. (LP)

did not drink at home or away from home. Most parents felt that the use of alcohol by youth did affect the family and community, and that the family affected an individual's decision to drink more than other circumstances did. The findings in this study correspond closely with the findings of a state survey of alcohol and drug use in Texas. (KS)

ED 339 581 RC 018 424

Grove, Richard W.
Restructuring Rural Schools: The First Steps.
PUB DATE- Oct 91
NOTE- 15p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-14, 1991). Research for Better Schools Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Concept Formation; Educational Change; Elementary Secondary Education; Literature Reviews; *Models; *Research and Development; *Rural Schools; *School Restructuring

This paper describes the research and development of a conceptual framework to use in restructuring rural schools. In reviewing the literature of school restructuring, citations were categorized under concepts related to fundamental change. Initial assumptions about school restructuring were identified, such as "learning is participatory." Ordering concepts in the literature were synthesized into four environments for interaction: curricular, instructional, coordinating, and governing. The researchers developed a conceptual framework to determine a school district's commitment to comprehensive change and to help rural school districts in planning and steering their comprehensive change efforts. The restructuring framework has three dimensions. First, the environments are represented broadly as program environments and policy environments. Second, activities in each of the environments are categorized as valuing, reflecting, or acting. Third, different perspectives about appropriate activities are described as technical, interpretative, and critical. The following four steps are proposed for working with rural school districts using the conceptual framework: (1) asking districts to assess their current restructuring approaches; (2) analyzing their level of commitment to comprehensive change; (3) providing assistance in district planning efforts; and (4) assisting the district in carrying out its plans. The paper contains two figures. (KS)

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Curriculum Development; *Educational Resources; *Energy Education; *Environmental Education; Instructional Materials; Learning Modules; *Resource Materials; Secondary Education; *Secondary School Science; Teaching Guides
IDENTIFIERS- *Environmental Education Programs; Minnesota

This catalog lists resource materials for energy and environmental education which are available to Minnesota secondary teachers. The listings include both curricular resources with lesson plans and objectives, and noncurricular resources such as books, pamphlets, posters, audiovisual resources, and facilities for environmental education. The catalog is divided into three main sections: Energy Education Curriculum Resources, Environmental Education Curriculum Resources, and Noncurricular Resources. All listings are indexed by title and by supplier. Furthermore, the curriculum resources included in this catalog describe the subject areas (language arts, mathematics, drama, social science, art, and music) into which they can be integrated for classroom uses. (JJK)

Evaluation Methods; *Geometric Concepts; Geometry; High Schools; *Learning Activities; Manipulative Materials; Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; *Teaching Methods

IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics); Representations (Mathematics); Tesellations; Transformational Geometry

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics" provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into new classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. The goal of the "Geometry from Multiple Perspectives" book in the 9-12 series is to link the content proposed in the "Curriculum and Evaluation Standards" document to that of current programs. Ways for blending coordinate and transformation geometry with conventional geometry are described and supported by specific examples. The examples are presented in the booklet's 10 chapters in the form of comprehensive activities for which the solutions and hints for implementation are given in the appendix; in addition, each chapter has several "Try This" features that provide exercises, problems, and explorations for use with students. The chapters are: (1) Why Should Geometry be Considered from Multiple Perspectives? (2) Elements of Contemporary Geometry; (3) Triangles from Multiple Perspectives; (4) Quadrilaterals from Multiple Perspectives; (5) Polygons from Multiple Perspectives; (6) Solids: Expanded Perspectives; (7) Reasoning about Shapes Using Coordinates and Transformations; (8) Congruence from Multiple Perspectives; (9) Similarity from Multiple Perspectives; and (10) Reasoning, Justification, and Proof. (MDH)

useful in making decisions about issues of corrective justice? (7) What other intellectual tools are useful in making decisions about corrective justice? (8) What responses can we make to wrongs and injuries? (9) How would you solve these problems of corrective justice? and (10) What response would you recommend in this case about ethics in government? Unit 4, What is procedural justice?, presents (11) What intellectual tools can help you evaluate issues of procedural justice? (12) What other values and interests should be considered in determining whether procedures are fair? (13) Is procedural justice always important? and (14) How do you balance the goals of procedural justice with other interests of our society? The 15th lesson is a program review, Are there situations which raise issues in all three categories of justice? (DB)

Huffman, Lewis E.
Social Studies Curriculum Standards K-12. Revised.
PUB DATE- Nov 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Educational Policy; Elementary Secondary Education; *Social Studies; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Delaware

This guide contains social studies curriculum standards for grades K-12 that are meant to be used by school district administrators and teachers in Delaware to develop their local social studies program. The guide is not meant to offer day-to-day lesson plans; rather it is intended to be used by administrators and teachers as a guide to the selection of strategies and materials to achieve the included goals and objectives. Standards are included for grades K-3; grades 4-6; grades 7-8; grades 7-12 consumer education; and for grades 9-12 U.S. history, civics, and government, economics, psychology, sociology, and world history. For each grade grouping or curriculum subject, lists of what the program should provide in instruction and what students will be expected to learn or do, are given. (DB)

IDENTIFIERS- Constructivism; *Teacher Socialization

The socially constructed beliefs that teachers hold about knowing, teaching, learning, and praxis are likely to have a profound influence on their practice. Too often teachers serve to reproduce traditional authoritarian and didactic patterns of instruction in schools, apparently because they themselves have never been given the opportunity to conceive of education as a project of possibility in which students engage in the critical and social construction of meaning. Examination of research literature suggests that most teachers believe teaching to be a didactic, authoritarian activity, and that in their teaching they appear to teach in a manner quite consistent with this belief system. A systematic theory of teacher cognition is needed to validate an alternative to the existing behavioristic and didactic approach to the education of teachers. This paper raises the possibility that developmental psychology, specifically the study of adult intellectual development, may be well equipped to fill the void by conceptualizing and investigating the issue of teachers' beliefs, and their relation to practice, from a cognitive-developmental perspective. A preliminary research agenda for constructivist investigation of teachers' beliefs is proposed. (IAH) schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians. The paper is divided into three major sections: (1) a review of themes that emerged from the literature (explanations for the differential achievement of minority students and culturally responsive pedagogy); (2) implications from the research for the assessment of beginning teachers; and (3) concluding remarks. The empirical and theoretical literature examined is highly critical of the educational system with regard to the teaching of minority children. This element is balanced by an equally strong commitment to instructional practices that will afford these children a fair chance to prove their talent. The literature also confirms that teachers can have a positive impact on the academic growth of minority students if they are sensitive to the cultural characteristics of the learners, and have the skills needed to accommodate these characteristics in the classroom. A bibliography of approximately 160 titles concludes the volume. (LL)

Changes to the Scholastic Aptitude Test (SAT) that will be introduced in the 1993-94 academic year are reviewed, with attention to edumetric factors such as relationship of curriculum and instructional practice to test design and the impact of the changes. The new SAT will put increased emphasis on critical reading skills to reflect developments in research and instruction. Vocabulary knowledge will be measured in context. Changes in the verbal test are responsive to widespread interest in considering the consequences for educational practice of what is included in important tests. In the mathematics section, new questions will require students to arrive at an answer instead of choosing one, and calculator use will be allowed. Current achievement tests will be expanded and enhanced by: (1) writing tests as part of the subject tests; (2) listening comprehension for language tests; (3) expansion of the subject tests to include Asian languages and English as a Second Language; and (4) modification of tests in mathematics and science to allow calculator use. A new writing test will replace the existing assessments. General recommendations for educational assessment and performance assessment are presented. There are three references. An appendix contains sample questions from the new test forms. (SLD)

for 187 counties. (SLD)

ED 339 737 TM 017 656

Lawson, Stephen; And Others
Establishing the Psychometric Integrity of the Battelle Developmental Inventory for Young Children with Disabilities.
PUB DATE- Nov 91
NOTE- 47p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 13, 1991) and presented in part at the Annual Meeting of the Allied Health Research Symposium (4th, Birmingham, AL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Construct Validity; *Diagnostic Tests; *Disabilities; Early Childhood Education; Early Intervention; Factor Analysis; Generalizability Theory; Longitudinal Studies; National Surveys; *Psychometrics; *Special Education; Test Norms; *Test Reliability; *Young Children
IDENTIFIERS- *Battelle Developmental Inventory

Early childhood special educators recognize the necessity of establishing indices of reliability and validity for instruments that provide an index of developmental status. Many such instruments present little empirical evidence regarding psychometric integrity, particularly for a non-normative sample. The 341-item Battelle Developmental Inventory (BDI) is a commonly used instrument in early childhood special education research, but previously established indices of reliability and validity for this instrument were derived from samples of non-disabled children. This study investigated the item reliability and construct validity of the BDI for 78 children with severe disabilities. Data were collected as part of a longitudinal nationwide study investigating the efficacy of early intervention. Subjects were tested annually over a 5-year period with the BDI as one of several dependent measures, resulting in 265 cases across 8 age groups ranging from 11 months to 75 months. A generalizability study was conducted to establish the reliability of items; factor analytic procedures were used to determine construct validity. Results indicate that indices of reliability and validity differ from those obtained for the normative sample. Implications for use of the BDI and other developmental status measures in early childhood special education are discussed. (16 references; 14 data tables) (Author/SLD)

ED 339 738 TM 017 660

Miller, Timothy R.
Empirical Estimation of Standard Errors of Compensatory MIRT Model Parameters Obtained from the NOHARM Estimation Program. ACT Research Report Series.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Aug 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; Comparative Analysis; *Computer Simulation; Equations (Mathematics); *Error of Measurement; *Estimation (Mathematics); Higher Education; High Schools; *High School Students; Item Bias; *Item Response Theory; Mathematical Models; Mathematics Tests; Standardized Tests
IDENTIFIERS- Empirical Research; Item Parameters; Multidimensional Models; *NOHARM Computer Program; Preliminary American College Test Plus

Two studies were carried out to evaluate the quality of multidimensional item response theory (MIRT) model parameter estimates obtained from the computer program NOHARM. The purpose of the first study was to compute empirical estimates of the standard errors of the parameters. In addition, the parameter estimates were evaluated for bias and the effects of using different starting values and anchor items. Real data from a 1987 national administration of a form of the Preliminary American College Test (P-ACT) mathematics test with a sample of 30,000 cases and 10 replication samples of 2,000 students each. The second study was included to compare the performance of NOHARM with the findings of an earlier simulation study that evaluated other MIRT estimation programs. The results are generally good, with fairly small standard errors for most parameter estimates and little indication of bias. Although the estimation procedure appeared to be robust under different starting values, the specific choice of items used to anchor the solution appears to have important effects on the magnitude of the estimated standard errors. The comparison of NOHARM with other programs was very favorable and supports the use of NOHARM for practical MIRT applications. Eight references are listed, and 10 tables present study data. (SLD)

ED 339 739 TM 017 661

Nelson, Dawn D., Ed.
Programs and Plans of the National Center for Education Statistics, 1991 Edition.
PUB DATE- Oct 91
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; Educational Assessment; Educational Improvement; Elementary Secondary Education; Federal Government; *Federal Programs; Government Role; Higher Education; Information Dissemination; Longitudinal Studies; *National Surveys; *Program Development; Program Improvement; Statistical Data; *Systems Development; Vocational Education
IDENTIFIERS- Educational Information; *National Center for

ED 339 757 UD 028 286

Willie, Charles V., Ed.; And Others
The Education of African-Americans.
PUB DATE- 91
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Black Education; Black History; Black Students; Childhood Needs; Children; Civil Rights; Educational Change; *Educational Policy; Educational Practices; Elementary Secondary Education; Equal Education; Higher Education; Postsecondary Education; Preschool Education; *Public Policy; *School Desegregation
IDENTIFIERS- *African Americans

The 17 papers in this volume are products of a study group on the education of African Americans that was part of a national project, "The Assessment of the Status of African-Americans." The volume takes a comprehensive look at the education of African Americans, specifically early childhood through postsecondary education, and relevant public policy issues since 1940. The focus is on the known status of African American education and the factors that must be considered to develop educational strategies, evaluate programs, and improve policy. The following papers are included: (1) "The Civil Rights Movement and Educational Change" (M. Weinberg); (2) "The Social and Historical Context: A Case Study of Philanthropic Assistance" (C. V. Willie); (3) "School Desegregation since Gunar Myrdal's 'American Dilemma'" (R. A. Dentler); (4) "The Future of School Desegregation" (C. V. Willie); (5) "Meeting the Needs of Black Children in Public Schools: A School Reform Challenge" (J. P. Comer and N. M. Haynes); (6) "School Improvement among Blacks: Implications for Excellence and Equity" (F. C. Jones-Wilson); (7) "Counseling and Guidance of Black and Other Minority Children in Public Schools" (C. E. Flowers); (8) "Blacks in College" (A. M. Garibaldi); (9) "The Road Taken: Minorities and Proprietary Schools" (R. Rothman); (10) "Graduate and Professional Education for Blacks" (J. E. Blackwell); (11) "Systemwide Title VI Regulation of Higher Education, 1968-88: Implications for Increased Minority Participation" (J. B. Williams); (12) "Black Participation and Performance in Science, Mathematics, and Technical Education" (W. Pearson, Jr.); (13) "Social Studies, Ethnic Diversity, and Social Change" (J. A. Banks); (14) "Abating the Shortage of Black Teachers" (A. M. Garibaldi); (15) "The Field and Function of Black Studies" (J. B. Stewart); (16) "The Role of the University in Racial Violence on Campus" (W. L. Reed); and (17) "Summary and Recommendations" (C. V. Willie). An appendix lists study group members and contributors. (SLD)

ED 339 758 UD 028 330

Rice, Walter Herbert
Mona Bronson, et al., Plaintiffs, vs. Board of Education of the City School District of the City of Cincinnati, et al., Defendants. Case No. C-1-74-205.
PUB DATE- 25 Jun 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Black Education; *Compliance (Legal); *Desegregation Litigation; Desegregation Plans;

ED 339 776 UD 028 444

Pelavin, Diane; And Others
Implementation of the Chelsea School Project: A Case Study.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; Case Studies; *College School Cooperation; Curriculum Development; Early Childhood Education; *Educational Change; Educational Environment; Elementary Secondary Education; Fund Raising; Health Services; Program Effectiveness; *Program Implementation; School Administration; *School Districts; *Urban Schools
IDENTIFIERS- Boston University MA; *Massachusetts (Chelsea); Partnerships in Education

A case study was done of the Boston University management and operation of the Chelsea (Massachusetts) school system including perceptions of key participants and outcomes of the first year of the partnership. Despite unanticipated levels of hostility between various groups and slow funding, which slowed some first year objectives, the project made progress in the following areas in the first year: (1) strengthening the administrative and physical capacity; (2) improving the academic climate; (3) implementing early childhood education programs; (4) establishment of a health care center; and (5) development of curriculum objectives. Problems encountered in the first year were either financial or involved problems of rapport between groups. Fund-raising got off to a slow start but ultimately fell only 27 percent below projections. Conflicts among groups initially centered around fears that the public's business would not be conducted in public or subject to the safeguards normally imposed on government bodies. Although that issue was resolved in large part, there continues to persist the problem of defining processes and relationships among the various interested parties. Included are nine exhibits and six appendices containing a list of persons interviewed for the report; thoughts on the project implementation; a tables of contents for "A Model for Excellence in Urban Education"; an action plan; and lists of cash gifts, pledges, and grants. (JB)

ED 339 777 UD 028 445

Tashjian, Michael D.; And Others
Unlocking Learning: Chapter 1 in Correctional Facilities. Descriptive Study Findings: National Study of the Chapter 1 Neglected or Delinquent Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 91
NOTE- 247p.; For related documents, see UD 028 443, and UD 028 446-447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Compensatory Education; *Correctional Education; Delinquent Rehabilitation; Educationally Disadvantaged; *Federal Programs; *Individual Characteristics; Individualized Instruction; *Institutionalized

Education Statistics; *National Information Systems

This publication is the second annual report on the programs and plans of the National Center for Education Statistics (NCES). Representatives of state and federal education agencies have presented the NCES with a report, "A Guide to Improving the National Education Data System," which contains recommendations for improving the nation's education statistics system. A congressionally mandated panel has also recommended changes to the educational information reporting system. This document describes the current plans by the NCES to meet the needs that these previous reports have identified, its plans for the future, and its major publications. The descriptions of many ongoing efforts are updated, and information is provided on new data collection efforts, such as the Postsecondary Education Quick Information System and the Beginning Postsecondary Student Longitudinal Survey. General and detailed data on sources, uses, and dissemination of data on education from kindergarten through graduate school are provided. Chapters are as follows: (1) introduction; (2) elementary and secondary education; (3) postsecondary education; (4) educational assessment; (5) national longitudinal studies; (6) vocational education; (7) library statistics program; and (8) major publications of the NCES. Additional information can be obtained from the NCS employees listed at the end of each program description. (SLD)

ED 339 740 TM 017 663

Kominski, Robert; Roodman, Stephanie
School Enrollment--Social and Economic Characteristics of Students: October 1989.
PUB DATE- Oct 91
NOTE- 163p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Attendance; Elementary Secondary Education; *Enrollment; Enrollment Rate; Higher Education; *Institutional Characteristics; *National Surveys; Parent Background; Private Schools; Professional Education; Public Schools; School Demography; School Statistics; *Socioeconomic Background; *Student Characteristics; Vocational Education
IDENTIFIERS- *Current Population Survey

This report presents detailed tabulations of data on school enrollment of the civilian non-institutional population in October 1989. It also includes summary time series of data collected since the beginning of the survey. Data are from the October school enrollment supplement to the Current Population Survey (CPS). Data on school enrollment have been collected annually in the CPS since 1946 and reported in this publication series. The data cover enrollment in school from nursery school through graduate or professional education. Data are shown by the following characteristics: (1) age; (2) sex; (3) race; (4) Hispanic origin; (5) marital status; (6) family status; (7) family income; (8) education of the householder; (9) labor force status; (10) metropolitan residence; (11) region; and (12) mother's labor force status and education. Other enrollment characteristics shown are: (1) level and grade of school; (2) public/private school; (3) full-time and part-time attendance status; and (4) two-year/four-year college. Vocational school enrollment is shown separately. Nineteen tables and four graphs present enrollment data. Appendix A contains six supplemental tables. Appendix B lists definitions and explanations, and Appendix C gives the sources and

Elementary Secondary Education; Legal Responsibility; Low Achievement; Racial Composition; *Racially Balanced Schools; *School Desegregation; School Districts; School Personnel; *Urban Schools

IDENTIFIERS- *Cincinnati Public Schools OH

In this decision, Judge W. H. Rice finds the Cincinnati (Ohio) School District (CSD) in compliance with some provisions of a school desegregation consent decree from June 22, 1984, and not in compliance with others. The original decision was historic in allowing the school district charged with promoting or allowing unconstitutional segregation to choose for itself the means to arrive at desegregation goals. The consent decree required the court to determine compliance prior to June 1991. This decision determines that the CSD is in compliance with many areas. These include a passing grade on the Taeuber Index of Dissimilarity, a measure to the extent to which each school, or classification of schools as elementary, middle, junior, or senior high reflects the racial composition of the district as a whole. In other areas, compliance has not been achieved, and the Court retains jurisdiction over the following: (1) staff racial balance; (2) unbiased discipline policies; and (3) low-achieving schools. It is expected that staff racial balance will be resolved promptly, at which time jurisdiction will be removed. Court jurisdiction will continue for low-achieving schools and unbiased discipline policies, for a minimum of 2 years, with monthly consultation on a new plan the CSD must submit within 30 days. (SLD)

ED 339 759 UD 028 337

Essed, Philomena

Understanding Everyday Racism: An Interdisciplinary Theory. Sage Series on Race and Ethnic Relations.

PUB DATE- 91

NOTE- 334p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Research/Technical (143)

DESCRIPTORS- Black History; *Blacks; Coping; Cross Cultural Studies; *Females; Foreign Countries; Immigrants; Interdisciplinary Approach; Interviews; Life Events; *Racial Bias; Racial Discrimination; *Sex Bias; *Social Systems; Social Theories; Urban Areas

IDENTIFIERS- Netherlands; Surinam; United States

This cross-cultural investigation of racism in the lives of black women explores everyday manifestations and perceptions of racism. The daily experiences of individuals are combined with a structured account of racism in an interdisciplinary framework. Empirical data consist of verbal accounts gathered in 1985 and 1986 in non-directive interviews with 55 black women from large cities in California and the Netherlands. Subjects from the Netherlands were largely immigrants from Surinam. The more than 2,000 concrete examples of racism provide a quantitative base from which conclusions are drawn about the two cultures. It is apparent that racism is not only problematic in its extreme manifestations but that racism permeates the social system in both countries. Black women also experience racism as structured by notions of gender. In the Netherlands there is little historical knowledge about racism. In the United States, many women are explicitly informed by family members of the history of race relations. Denial of the existence of racism is prevalent in the Netherlands, and this denial becomes an instrument of repression in itself. In both societies, racism is an everyday experience for black women.

Persons; Program Administration; *Program Effectiveness; Program Evaluation; Secondary Education; Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Hawkins Stafford Act 1988

Part of a 3-year study of the Chapter 1 Neglected or Delinquent (Chapter 1 N or D) Program, which provides compensatory education services to youth in state-operated juvenile and adult correctional facilities, this report presents descriptive findings in the following five areas: (1) characteristics of youth; (2) correctional education; (3) Chapter 1 N or D Program operations; (4) characteristics of teachers and instruction; and (5) administration of the Chapter 1 N or D Program. The study gathered information through reviews of extant information and a series of mail surveys and site visits. Findings indicate that most participants are male, black, from urban areas, and unemployed at the time of their commitment; and they averaged one prior commitment. Correctional education at youth facilities was less crowded than at adult facilities, and both levels have pragmatic educational goals. Chapter 1 N or D teachers and regular classroom teachers have similar experience, certification, employment status, and job satisfaction. Teachers select materials on the basis of student achievement, use standardized test scores in instructional decision making, and provide immediate feedback on student performance. Administration of these programs is complicated by the number and diversity of kinds of agencies involved, and the small amount of time devoted to administration. Included are 63 tables. Appended are procedures for portions of the study, results of the factor analysis of student attitude scales, and survey questionnaires. (JB)

ED 339 778 UD 028 446

LeBlanc, Linda A.; Ratnofsky, Alexander
Unlocking Learning: Chapter 1 in Correctional Facilities. Longitudinal Study Findings: National Study of the ECIA Chapter 1 Neglected or Delinquent Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 91
NOTE- 99p.; For related documents, see UD 028 443 and UD 028 445-447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; *Correctional Education; Delinquent Rehabilitation; Employment Patterns; *Federal Programs; Individual Characteristics; *Institutionalized Persons; Longitudinal Studies; National Surveys; Program Administration; *Program Effectiveness; Recidivism; Reentry Students; Secondary Education
IDENTIFIERS- *Hawkins Stafford Act 1988

Part of a 3-year study of the Chapter 1 Neglected or Delinquent (Chapter 1 N or D) Program providing compensatory education services to youth in state-operated juvenile and adult correctional facilities, this report presents findings of a longitudinal component designed to assess prerelease services and postrelease experiences. Participants in the Chapter 1 N or D Programs were followed for 10 months after they were contacted during facility site visits. Initial interviews collected baseline data and two follow-up interviews occurred at 5-month intervals. The study began with 670 youths. By the end of data collection, 337 youths continued to participate with 40 percent released and 60 percent not. The data indicate accuracies of estimates and six additional tables. (SLD)

ED 339 741 TM 017 665

Kromrey, Jeffrey D.; Blair, R. Clifford
Power Properties of Multivariate Permutation Tests Relative to Hotelling's T-Square Test in Small Samples.
PUB DATE- Nov 91
NOTE- 34p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Clearwater, FL, November 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Equations (Mathematics); *Hypothesis Testing; *Mathematical Models; *Multivariate Analysis; *Sample Size; Statistical Distributions
IDENTIFIERS- *Hotellings t; Permutations (Mathematics); *Power (Statistics)

New multivariate permutation tests are proposed that may be effectively substituted for Hotelling's T-Square test in situations commonly arising in educational research. The new tests: (1) are distribution-free; (2) provide tests of directional as well as non-directional hypotheses; (3) may be tailored for sensitivity to specific treatment effects; and (4) may be computed when the number of variables is larger than the number of subjects. Comparisons of the power of the permutation tests to that of Hotelling's test suggest substantial advantages in several situations. Results are interpreted in terms of applications to educational research in which multivariate research questions are posed but the number of units for analysis are small. A 20-item list of references and 8 graphs are included. (SLD)

ED 339 742 TM 017 674

Anderson, David O.
Scale Stability of the NTE Core Battery Test of Professional Knowledge.
PUB DATE- Oct 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; Education Majors; Elementary Secondary Education; *Equated Scores; Estimation (Mathematics); Higher Education; Knowledge Level; *Licensing Examinations (Professions); Maximum Likelihood Statistics; Professional Education; Scaling; Scores; *Scoring; *Teacher Certification; *Test Reliability
IDENTIFIERS- Drift (Scoring); *NTE Test of Professional Knowledge; Parallel Test Forms; Section Pre Equating (Tests); Teacher Competency Testing; Variance (Statistical)

Various parallel forms of the NTE (National Teacher Examinations) Test of Professional Knowledge (NTETPK) have been administered to examinees aspiring to initial teacher certification since 1982. To confirm that recent reported scores are comparable to those from earlier forms, the stability of the score scale was studied using section pre-equating methodology (SPE). THE NTETPK consists of four 35-item sections with parallel content.

There is a 541-item list of references. (SLD)

ED 339 760 UD 028 347

Cherrington, Derek, Ed.
Multicultural Education Abstracts, Volume 9, Number 4, 1990.
PUB DATE- Dec 90
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; *Cross Cultural Studies; Cultural Awareness; *Educational Research; Ethnicity; Foreign Countries; Information Services; *International Studies; Minority Groups; *Multicultural Education; Periodicals; Racial Bias; Racial Discrimination; Research Reports; *Social Science Research

This publication draws on a wide range of international resources to serve the information needs of those concerned with multicultural education. Author and subject indexes in each issue allow readers to identify publications of particular interest to them. Major international books and journals are scanned, and other original sources and cataloguing services are searched for appropriate items. Emphasis is given to material not always easily accessible such as conference papers, reports, and theses. In most cases a microfiche version is available. Abstracts are prepared by an international team of experts, are non-evaluative in form, and are accompanied by detailed bibliographic citations. This issue contains the following: (1) abstracts of 133 journal articles; (2) abstracts of 16 books; (3) a list of 433 journals covered by the service; and (4) cumulative author and subject indexes for all four issues of Volume 9, 1990. (SLD)

ED 339 761 UD 028 348

Cherrington, Derek, Ed.
Multicultural Education Abstracts, Volume 10, Number 1, 1991.
PUB DATE- Mar 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; *Cross Cultural Studies; Cultural Awareness; *Educational Research; Ethnicity; Foreign Countries; Information Services; *International Studies; Minority Groups; *Multicultural Education; Periodicals; Racial Bias; Racial Discrimination; Research Reports; *Social Science Research

This publication draws on a wide range of international resources to serve the information needs of those concerned with multicultural education. Author and subject indexes in each issue allow readers to identify publications of particular interest to them. Major international books and journals are scanned, and other original sources and cataloguing services are searched for appropriate items. Emphasis is given to material not always easily accessible such as conference papers, reports, and theses. In most cases a microfiche version is available. Abstracts are prepared by an international team of experts, are non-evaluative in form, and are accompanied by detailed bibliographic citations. This issue contains the following: (1) abstracts of 142 journal articles; (2) abstracts of 10 books; (3) a list of 445 journals covered; (4) an author index; and (5) a subject index. (SLD)

ED 339 762 UD 028 381

that most participants were male, black, from urban areas, from single parent households, and had an average age of 18 years; most had an educational achievement level of grade 9. Most youths receive some prerelease services that they generally find useful. Postrelease, half of the participants returned to school, most returned to the same environment they knew before, and most found or looked for work primarily at low paying, low stability jobs. By the second interview, 90 percent of released participants had held more than one job and 40 percent had experienced further problems with the law. Included are 16 tables, 11 figures, 6 references, and 2 appendixes containing methodology of the study and calculation of sample weights. (JB)

ED 339 779 UD 028 447

Rowe, Brenda J. D.; Pfannenstiel, Judy C.
Unlocking Learning: Chapter 1 in Correctional Facilities. Effective Practices Study Findings: National Study of the Chapter 1 Neglected or Delinquent Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 91
NOTE- 172p.; For related documents, see UD 028 443 and UD 028 445-446.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Compensatory Education; *Correctional Education; Delinquent Rehabilitation; Educational Assessment; Educational Environment; Educational Finance; *Federal Programs; Institutionalized Persons; Library Services; Prison Libraries; Program Administration; *Program Effectiveness; Program Evaluation; Secondary Education; Staff Development; Teaching Methods
IDENTIFIERS- *Hawkins Stafford Act 1988

Part of a 3-year study of the Chapter 1 Neglected or Delinquent (Chapter 1 N or D) Program providing compensatory education services to youths in state-operated juvenile and adult correctional facilities, this report presents case studies of nine facilities that have developed particularly effective programs. The study used teacher questionnaires, an administrator survey, and structured interviews with program administrators to collect data. Findings indicate that effective programs emphasized the following: (1) the importance of education among facility activities; (2) strong administrative leadership; (3) adequate funding and careful planning of expenditures; (4) staffing and professional development; (5) regular and Chapter 1 N or D coordination; (6) appropriate student assessment; (7) appropriate curriculum and instructional methods; and (8) relevant support and transitional services. Effective programs also had comprehensive libraries containing a variety of materials that reflected the interests of a culturally diverse population; interlibrary loan programs; support services in the form of speakers, tutors, and vocational trainers; and services facilitating the enrollment of students into community schools on release. Included are four exhibits and three appendices containing a list of effective practices, case study narratives, and a case study guide. (67 references) (JB)

ED 339 780 UD 028 448

Jones, Reginald L., Ed.
Black Adolescents.

Three sections are operational, and one section is non-operational. Three sections of a 1983 test form (Form F-4) were separately administered (non-operationally) in the fall of 1988 to randomly selected thirds of the testing population along with another entire operational form (Form K2I). Each of the three sections was given to approximately 7,500 examinees. Using SPE, maximum likelihood mean and standard deviation and variance/covariance estimates were generated for the "newly constituted" F4 form, which was then equated to Form K2I. Comparison of the "new" and old conversion tables revealed differences ranging from -0.04 to -0.21 points. For all practical purposes, these differences are not significant. Within the range scored by 90% of the examinees, differences of one point occurred at only 8 out of 56 possible scores. Based on these results, it appears that there has been virtually no drift in the NTETPK during the period 1983 through 1988. A 12-item list of references is included. There are five tables of statistical data and three figures illustrating the study. (SLD)

ED 339 743 TM 017 675

Hough, Susan L.; Hall, Bruce W.
A Comparison of the Glass Meta-Analytic Technique with the Hunter-Schmidt Meta-Analytic Technique on Three Studies from the Education Literature.
PUB DATE- Nov 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Clearwater, FL, November 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Research; *Effect Size; *Error of Measurement; Hypothesis Testing; *Literature Reviews; *Meta Analysis; *Research Methodology; Sampling
IDENTIFIERS- *Gass Analysis Method; *Hunter Schmidt Meta Analysis

The meta-analytic techniques of G. V. Glass (1976) and J. E. Hunter and F. L. Schmidt (1977) were compared through their application to three meta-analytic studies from education literature. The following hypotheses were explored: (1) the overall mean effect size would be larger in a Hunter-Schmidt meta-analysis (HSMA) than in a Glass meta-analysis (GMA) due to correction for measurement error when compared on the same set of experimental data; (2) the overall mean effect size calculated using the pooled within-group standard deviation in HSMA would not differ significantly from that in a GMA that uses the control group standard deviation; (3) most of the variation between study effect sizes would be due to sampling error according to sampling error correction formulas from the HSMA method; and (4) no moderator variables would be found because most of the variation between study effect sizes is due to sampling error. A correlated t-test was used to compare the overall mean effect sizes that were calculated using GMA and HSMA. Pearson correlations and analyses of variances were run on the study data. Three meta-analytic studies were selected and statistical data from each of the individual studies were collated. Results support Hypotheses 1 and 2, but reject Hypotheses 3 and 4. It is argued that the HS correction formulas are technically more accurate, but that the Glass method is adequate in portraying effect size and more easily calculated. Three tables present data from the meta-analyses. A 21-item list of references is included. (SLD)

Ask about Chapter 1: Questions Parents Often Ask about Chapter 1 Programs = Pregunte sobre el capitulo 1: Preguntas que los padres frecuentemente hacen sobre el programa capitulo 1.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensatory Education; Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Financial Support; High Risk Students; *Knowledge Level; *Parent Participation; Parents; Program Descriptions; School Funds; Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988; Questions

Chapter 1 is a program funded by the Federal Government to help children who are at a disadvantage in school. Parents have many questions about Chapter 1 programs. This brochure presents many of the questions that parents have asked over the years about how Chapter 1 works. Because every school district's Chapter 1 programs are different, the questions outnumber the answers. Initially, the following five major questions are addressed: (1) What is Chapter 1? (2) Who benefits from Chapter 1? (3) What are some typical Chapter 1 services? (4) Do Chapter 1 programs need to show results? and (5) How can parents help their children in Chapter 1? An overview of Chapter 1 describes the instruction usually given in reading, language arts, and mathematics. Chapter 1 money must expand the education children already get in regular classes. Because Chapter 1 programs are subject to evaluation, they must demonstrate that students are improving. The sample questions parents may want to ask in their own schools include questions about program operation and about the following: (1) curriculum; (2) achievement testing; and (3) progress reports. A glossary of 10 terms often used by teachers in talking about Chapter 1 is included. (SLD)

ED 339 763 UD 028 386

Chapter 1 Program Improvement and Innovation across the States: An Overview and Survey Excerpts.
PUB DATE- May 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Federal Programs; Financial Support; High Risk Students; Program Descriptions; *Program Improvement; School Districts; State Programs; State Surveys; *Supplementary Education; Urban Areas; Urban Problems
IDENTIFIERS- *Hawkins Stafford Act 1988

This compilation presents narratives describing Chapter 1 program improvement and innovation efforts across the nation at state and local levels. The survey responses summarized in this report were submitted by State Coordinators of Compensatory Education. Responses were received from 48 states, Puerto Rico,

PUB DATE- 89
NOTE- 446p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescent Development; *Adolescents; Black Education; Black Students; *Black Youth; Counseling; Drug Abuse; Early Parenthood; Health; Mental Health; Research Reports; Rural Environment; Secondary Education; Social Development; Suburban Environment; Urban Youth
IDENTIFIERS- Criminal Justice System

This volume presents an overview of contemporary black adolescents from social, psychological, economic, educational, medical, historical, and comparative perspectives, with most emphasizing the roles that race, socioeconomic status, and environmental forces play in this critical period. The volume includes 19 chapters by various authors arranged into 8 sections. The first section treats perspectives in an overview essay by J. T. Gibbs, a look at important developments in black adolescent research by B. G. Holliday, and a discussion of comparative personality development by C. B. Murray and others. The second section treats youth in diverse settings in J. A. Banks' look at black youth in white suburbs and C. C. Lee's description of rural black adolescents. The third section is on physical and mental health and includes B. Staggars' report on black adolescent health care issues and H. F. Meyers' paper on urban stress. The fourth section explores psychosocial development and socialization in R. L. Taylor's paper on social construction of identity and M. L. Clark's paper on friendships and peer relations. The fifth section looks at education in R. Tobais' report on issues and programs and C. B. Murray and H. H. Fairchild's paper on models of underachievement. Section 6 is on career development and employment with papers by I. Baly on career and vocational development and J. Malveaux on transitions to the labor market. Section 7 examines counseling and psychotherapy in chapters by C. C. Lee and A. J. Franklin. A final section on special topics looks at antecedents and outcomes of adolescent pregnancy by D. Scott-Jones and others, teen parenting by L. Goddard and W. Cavil, substance abuse by E. G. Singleton, and black youth and the criminal justice system by F. F. Hawkins and N. Jones. Included are bibliographic sketches of the authors, and author and subject indexes. All chapters include extensive references. (JB)

ED 339 781 UD 028 449

Jones, Reginald L., Ed.
Black Psychology. Third Edition.
PUB DATE- 91
NOTE- 789p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Behaviorism; Black Community; Black Culture; *Blacks; Community Psychology; Developmental Psychology; Educational Psychology; Educational Research; Psychological Studies; *Psychology; Racial Bias; Research Reports; Social Psychology
IDENTIFIERS- *African Americans; Afrocentrism

This book is the third edition of a resource for advanced students and professionals in black psychology in the form of 41 papers organized under 5 subheadings. The "overview" section includes one classic article and offers a new, world view paper. A "perspectives" section treats Afrocentric, humanistic,

ED 339 744 TM 017 676

Zin, Than Than; Williams, John

Searching for Better Scoring of Multiple-Choice Tests: Proper Treatment of Misinformation, Guessing and Partial Knowledge.

PUB DATE- 91

NOTE- 15p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Research; Estimation (Mathematics); *Guessing (Tests); Literature Reviews; Models; *Multiple Choice Tests; *Scoring; Testing Problems; Test Items; Test Theory; *Test Wiseness

IDENTIFIERS- Ability Estimates; *Finite State Score Theory; *Partial Knowledge (Tests)

Brief explanations are presented of some of the different methods used to score multiple-choice tests; and some studies of partial information, guessing strategies, and test-taking behaviors are reviewed. Studies are grouped in three categories of effort to improve scoring: (1) those that require extra effort from the examinee to answer multiple-choice questions compared to the conventional mode of selecting the best or correct option among two or more choices; (2) those that manipulate test items or instructions; and (3) those that analyze original responses in special ways. The alternative scoring models of these studies have not provided a comprehensive picture of response behaviors because the manner in which they have been set up is fragmentary, and their assumptions are specific for the response mode for which the model was designed. A more generalized modeling approach is apparent in the finite state score theory of performance on multiple-choice tests proposed by M. A. Garcia-Perez (1987). Finite state score theory parsimoniously incorporates assumptions appropriate to the particular mode in which the test is administered, and it yields ability estimates on a single metric that remains the same regardless of the mode of test administration or assumptions concerning examinee behavior. The theory awaits empirical testing, but seems to be adaptable to any assumptions about item characteristics. Consequently, it appears to be a promising trend in measurement. A 31-item list of references is included. (SLD)

ED 339 745 TM 017 677

Parshall, Cynthia G.; And Others

Statistical Error in Linear Equating with Small Samples of Examinees.

PUB DATE- Nov 91

NOTE- 46p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Clearwater, FL, November 13-16, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Simulation; Elementary School Teachers; Elementary Secondary Education; Equated Scores; *Error of Measurement; Higher Education; Licensing Examinations (Professions); Mathematical Models; Monte Carlo Methods; *Sample Size; Secondary School Teachers; *Statistical Bias; Teacher Certification; Test Bias; *Testing Problems

IDENTIFIERS- *Linear Equating Method; Nonequivalent Control Groups; Subject Content Knowledge and the District of Columbia. The United States is now in the second school year of full implementation of the Hawkins Stafford Amendments of 1988. In 1989-90, states and localities had identified 6,300 schools (nearly 12 percent of Chapter 1 schools) as needing improvement. Preliminary data for 1990-91 suggest that close to 9,000 schools may be developing or implementing program improvements. A critical concern has been how to implement improvements with limited funds. Chapter 1 schools are also benefiting from innovation stimulated through Chapter 1 improvement. Narrative summaries for 26 states discuss program improvement and innovation. Such details as the number of schools involved, proportional expenditures, and staff and school objectives are included. Many narratives highlight improvement and innovation in particular cities or school districts. (SLD)

ED 339 764   UD 028 387

Hodge, Evelyn A.
Intervention for At-Risk Students at the Secondary Level.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Size; Counseling Services; Dropout Characteristics; *Dropout Prevention; *High Risk Students; Job Skills; Literature Reviews; Mathematics Instruction; Potential Dropouts; *Program Effectiveness; Reading Instruction; Secondary Education; *Secondary School Students; Student Participation; Writing Instruction

This monograph reviews the literature on intervention for potential dropouts at the secondary school level in order to determine factors responsible for students being at risk and to provide information on a variety of projects and programs that are effectively alleviating the number of such students who fail to complete their education. The review found that what works for retaining potential dropouts at the secondary school level is as varied as the communities in which the students live. However, effective programs are usually doing the following: (1) providing various kinds of programs that improve students' skills in reading, writing, and mathematics; (2) creating an environment that is conducive to students' sense of belonging to their school and sharing the decision and policy-making procedures; (3) identifying students who do not participate in school activities and encouraging their involvement; (4) making counseling services available and accessible; (5) maintaining small classes in which students participate in cooperative sharing activities with other students and instructors; (6) offering opportunities for students to socially interact with responsible adult role models; (7) providing alternative programs and settings outside the regular academic environment; and (8) teaching job-related skills and basic skills in reading, writing, and mathematics concurrently. Included are 20 references. (JB)

ED 339 765   UD 028 403

Jencks, Christopher, Ed.; Peterson, Paul E., Ed.
The Urban Underclass.
PUB DATE- 91
NOTE- 499p.; Papers Presented at a Conference Sponsored by the Social Science Research Council's Committee for Research on the Urban Underclass and Northwestern University's Center for Urban

historical, philosophical, and behaviorist approaches. A "deconstruction" section critiques and evaluates the literature and practice in areas of critical importance to African American personality and psychological testing. A "reconstruction" section introduces novel and sound alternative ideas, interpretations, and constructs for the cognitive and non-cognitive attributes of African Americans. An "applications of black perspectives" section applies the perspective of black psychologists to several areas: psychophysiology, organizational psychology, experimental psychology, educational psychology, developmental psychology, and social psychology. Also in this section are papers on psychologists and psychology in the community, racism, counseling and psychotherapy, and research. All papers include extensive references. Author and subject indexes are included. (JB)

ED 339 782 UD 028 451

Link-Up: A Resource Directory. Interagency Collaborations To Help Children Achieve.
PUB DATE- 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Agency Cooperation; *Boards of Education; Child Rearing; *Compensatory Education; *Coordination; Day Care; Early Intervention; Elementary Secondary Education; Program Descriptions; *Public Agencies; *School Community Relationship; Social Problems; Student Needs; Supplementary Education
IDENTIFIERS- Criminal Justice System

This directory describes collaborative programs linking local school boards with other agencies in order to serve the full range of student needs that are essential to improved educational achievement. Reflecting a growing recognition by local school board members that schools alone cannot meet the complex educational and life management needs of students in our society, this book provides guidance for school board members and other policymakers concerning ways to formulate programs that will best meet their needs. Section I looks generally at why and how agencies are collaborating, including discussions of barriers to collaboration, ensuring confidentiality, requirements for successful partnerships, implementation, and limits. Section II provides descriptions of 171 actual collaborations grouped under the following categories: (1) adjudication issues; (2) child care/latchkey children; (3) co-location; (4) early intervention; (5) health care; (6) homelessness; (7) employment/job training; (8) interagency communication; (9) intergenerational/mentoring; (10) math/science achievement; (11) mental health; (12) other; (13) parenting; (14) single point of entry/case management; (15) social adjustment; (16) special education; (17) staff development; (18) stay-in-school; and (19) substance abuse. Each description includes information on target group, location, sponsors and school involvement, funding sources, and program and board contacts. Section III groups projects by target population. Section IV groups projects by state and school district. Sample interagency collaboration agreement, policy statement on confidentiality of records, and parental permission form are appended. (JB)

ED 339 783 UD 028 452

A Monte Carlo study was conducted to compare the statistical bias and standard errors of non-equivalent-groups linear test equating in small samples of examinees. One thousand samples of each size (15, 25, 50, and 100) were drawn with replacement from each of five archival data files from elementary school and secondary school teacher subject area tests (in the areas of early childhood education, art education, music education, mathematics, and Spanish). Equatings were also conducted on 100 samples of size 500 to provide a basis for the interpretation of the standard errors in the small samples. For each test, data files from two parallel forms were used. Results suggest trivial levels of equating bias even with small samples, but substantial increases in standard errors as the sample size decreases. Results are interpreted in terms of applications to testing situations in which small numbers of examinees are available. Four tables and 10 graphs present study data. A 13-item list of references is included. (SLD)

ED 339 746 TM 017 678

Kromrey, Jeffrey D.; Parshall, Cynthia G.
Screening Items for Bias: An Empirical Comparison of the Performance of Three Indices in Small Samples of Examinees.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.; University of South Florida, Tampa. Inst. for Instructional Research and Practice.
PUB DATE- Nov 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Clearwater, FL, November 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Item Bias; Licensing Examinations (Professions); Mathematical Models; Monte Carlo Methods; *Sample Size; Secondary School Teachers; Teacher Certification; *Test Items
IDENTIFIERS- *Delta Method; Empirical Research; *Mantel Haenszel Procedure; Standardization; Subject Content Knowledge

A Monte Carlo study was conducted to compare the performance of three statistical indices of test item bias in small samples of examinees. The statistical indices compared were the Delta method, the Mantel-Haenszel (MH) method, and the Standardization method. Sample sizes of 50, 100, and 200 were examined. One thousand samples of each size were drawn with replacement from each of three archival data files from three teacher subject area tests (in the areas of elementary education, early childhood education, and specific learning disabilities). Each sample was drawn so that 80% of the examinees were sampled from a reference group and 20% were sampled from a focal group. Item bias was experimentally controlled in the study, and the effectiveness of the indices was evaluated as the proportion of such biased items appropriately identified. Previous research suggesting that item bias indices such as the MH and Standardization methods should only be applied to large samples may have been overly conservative. Results support the use of statistical screening for item bias, even with samples as small as 50 examinees, and with only 10 focal group members in each sample. The MH is the best performer of these three indices, although both the MH and Standardization methods are preferable to the Delta method.

Affairs and Policy Research (Evanston, IL, October 1989).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- At Risk Persons; Blacks; *Economically Disadvantaged; *Employment Patterns; Ghettos; Inner City; *Lower Class; *Poverty; *Public Policy; Racial Discrimination; *Social Class; Sociocultural Patterns; Socioeconomic Status; Urban Areas; Urban Problems; Urban Youth
IDENTIFIERS- Illinois (Chicago); Massachusetts (Boston)

This book comprises 19 essays that attempt to tell the truth about urban poverty, social dislocation, and changes in American family life. They show that the rise in the percentage of children living in poverty is due to an increasing number of female-headed households and a decline in the earnings of young men. The following papers are included: (1) "The Urban Underclass and the Poverty Paradox" (P. E. Peterson); (2) "Is the American Underclass Growing?" (C. Jencks); (3) "Employment and Earnings of Disadvantaged Young Men in a Labor Shortage Economy" (R. B. Freeman); (4) "Gains from Growth? The Impact of Full Employment on Poverty in Boston" (P. Osterman); (5) "Joblessness and Shiftlessness: Labor Force Activity in Chicago's Inner City" (M. Tienda and H. Stier); (6) "Teenage Underclass Behavior and Subsequent Poverty: Have the Rules Changed?" (G. J. Duncan and S. D. Hoffman); (7) "Socioeconomic Change and the Decline of Marriage for Blacks and Whites" (R. D. Mare and C. Winship); (8) "'We'd Love To Hire Them, But...': The Meaning of Race for Employers" (J. Kirschenman and K. M. Neckerman); (9) "Ghetto Poverty in the United States, 1970-1980" (P. A. Jargowsky and M. J. Bane); (10) "Residential Segregation of Social and Economic Groups among Blacks, 1970-80" (R. Farley); (11) "Effects of Neighborhoods on Dropping Out of School and Teenage Childbearing" (J. Crane); (12) "How Much Does a High School's Racial and Socioeconomic Mix Affect Graduation and Teenage Fertility Rates?" (S. E. Mayer); (13) "Employment and Earnings of Low-Income Blacks Who Move to Middle-Class Suburbs" (J. E. Rosenbaum and S. J. Popkin); (14) "The Political Behavior of Poor People" (J. M. Berry, K. E. Portney, and K. Thomson); (15) "Neighborhood Effects on Teenage Pregnancy" (E. Anderson); (16) "Culture, Rationality, and the Underclass" (J. D. Greenstone); (17) "Targeting within Universalism: Politically Viable Policies to Combat Poverty in the United States" (T. Skocpol); (18) "Universal and Targeted Approaches to Relieving Poverty: An Alternative View" (R. Greenstein); and (19) "Public Policy Research and the Truly Disadvantaged" (W. J. Wilson). There are 73 tables of statistical data and 23 illustrative figures. (SLD)

ED 339 766 UD 028 415

Asian-American Communications In-School Staff Workshops (A-AC), 1990-91. Final Evaluation Report. OREA Report.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Chinese Asian Technical Assistance Center.
PUB DATE- Aug 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Asian History; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Ethnic Groups; *Inservice Teacher Education; Intercultural Communication; Knowledge Level; Minority Groups; Parent Workshops; School Personnel; School Surveys; *Staff

Mueller, Siegfried G.; And Others
Getting Started: A Survey of Local School Councils.
PUB DATE- Sep 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Boards of Education; Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Institutional Evaluation; Policy Formation; Public Schools; *School Based Management; School Surveys; State Legislation; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

A survey was done to evaluate the impact of local school councils on Chicago (Illinois) Public School reform efforts and to share those findings with the local schools. Nearly 700 council members responded to the survey. Major findings indicate the following: (1) councils have organized themselves, evaluated their principals, and participated in the school improvement and expenditure planning process; (2) councils have directed principals in several management activities and make recommendations for change and improvement in their schools; (3) members have contributed significant time to school improvement and participated in regular council meetings, committee meetings, training sessions, and preparatory meetings; (4) members have also participated in sessions beyond those mandated by the legislation, although some have yet to attend sessions on educational theory, personnel selection, and legislation; (5) on a five-point scale, members rated themselves at 4.0, district offices at 3.4, and the Central Service Center at 2.8; (6) in organizing the councils, members established bylaws, used rules of order, created a process to replace council vacancies, and sought information and assistance from a wide variety of providers; (7) members noted improvement in the areas of student performance, instructional programs, school climate, facilities, and staffing; although (8) teachers did not perceive improvements in these areas. Statistical data are provided in 23 tables. Six references are included. (JB)

ED 339 784 UD 028 453

Walker, Clarice; And Others
Parental Drug Abuse and African American Children in Foster Care: Issues and Study Findings.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Family; *Black Youth; Client Characteristics (Human Services); *Drug Abuse; Family Characteristics; *Family Problems; Foster Care; *Foster Children; *Parent Background; Social Problems; Urban Problems
IDENTIFIERS- African Americans

A study used data on African American children in foster care collected by the National Black Child Development Institute (NBCDI) to compare whether there are differences in the characteristics, needs, services, and outcomes for children depending on whether or not parental drug abuse was a

Three tables present simulation data. An 11-item list of references and 3 tables are included. (SLD)

ED 339 747 TM 017 679

Johnson, Victoria A.
An Analysis of Methods Used To Reduce Nonresponse Bias in Survey Research.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Census Figures; Comparative Analysis; Estimation (Mathematics); Income; *Mail Surveys; National Surveys; Questionnaires; *Research Methodology; *Response Rates (Questionnaires); *Sampling; Sex Differences; *Test Bias
IDENTIFIERS- Alabama; *Nonresponders; *Population Parameters; Weighting (Statistical)

The effectiveness of five methods used to estimate the population parameters of a variable of interest from a random sample in the presence of non-response to mail surveys was tested in conditions that vary the return rate and the relationship of the variable of interest to the likelihood of response. Data from 125,092 adult Alabama residents in the 1980 United States Census were used to simulate the population of interest. Total income was the variable of interest, known only for respondents. Gender and age were the classification variables known for the entire population. From the population, 1,000 random samples were selected and divided into respondents and non-respondents based on 25 different conditions (5 assumptions of response times 5 response rates). The following five methods were used to estimate the population parameter (mean of total income) under each condition: (1) using data from respondents and ignoring non-response; (2) using analysis of waves techniques; (3) using double sampling; (4) weighting; and (5) using hot-deck imputation. Double sampling seems to be the most effective method overall, even though tested under ideal conditions. Ignoring non-response is the least effective method. The study illustrates the importance of determining any relationship between the tendency to respond and the variables of interest. Two tables of data and five graphs illustrate the study. A 54-item list of references is included. (SLD)

ED 339 748 TM 017 680

Bangert-Drowns, Robert L.; Rudner, Lawrence M.
Meta-Analysis in Educational Research. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; Data Collection; Definitions; *Educational Research; *Effect Size; Evaluation Methods; Literature Reviews; *Meta Analysis; Psychometrics; *Research Methodology; Sampling; Statistical Data

Meta-analysis is a collection of systematic techniques for resolving apparent contradictions in research findings. Meta-analysts translate results from different studies to a common metric and statistically explore the relations between study

Development; *Teacher Workshops; *Urban Schools
IDENTIFIERS- Asian American Students; *New York City Board of Education

This report documents an evaluation of the Asian American Communications In-School Staff Workshops (A-AC). The A-AC provided workshops on Asian and Asian American history and culture, as well as strategies for working with Asian American students in schools with large Asian populations. Phase I workshops focused on information gained through a school survey to provide workshops on understanding Asian American students at 28 schools. Phase II provided strategy workshops about particular student concerns in 10 schools, and Phase III provided workshops on history and culture to five schools on request. In all, the A-AC conducted 53 workshops in 43 schools, as well as related parent and student workshops in seven schools. The results of a survey indicate that participants increased their knowledge as a result of attending the workshops. Sixty percent rated relevance very high, and over 70 percent found them well-organized and of excellent quality. Evaluation recommendations include using visual aids in workshop presentations and providing a handbook on cultural differences of Asian American students. (SLD)

ED 339 767 UD 028 418

Catterall, James S.
School Dropouts: Here Today, Here Tomorrow.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Dropout Prevention; Dropout Programs; Educational Change; Educational Policy; Educational Research; *Educational Trends; Education Work Relationship; Futures (of Society); High Schools; *High School Students; Political Issues; Public Opinion; *Social Attitudes; Trend Analysis; Urban Schools

The prospects that current dropout interventions will succeed in reducing dropout behavior are explored using the following sources: (1) the literature on school dropouts; (2) experience in working with policymakers; and (3) a general perspective on the policy process advanced by political scientists. School dropouts are currently the focus of a great deal of public attention as the "issue attention cycle" principle has brought dropouts into ascendancy. More than a fourth of students drop out of school, with the problem nearly doubled in many urban centers. To date, research has done a better job of describing the phenomenon than prescribing solutions. Four common approaches to dropout prevention are the following: (1) early identification; (2) focus on selected individual problems, particularly academic difficulties or negative social relations; (3) focus on connections between school and work; and (4) focus on a broad spectrum of problems facing many adolescents. A best guess for the course of dropout prevention policy for the near future is that efforts will continue along the lines established in the last few years. Although the "issue attention cycle" may cause interest in dropouts to wane, no dramatic changes are expected for better or worse in the next few years. Individual educators who hope to make a difference must carve their own niches soon. There is a 12-item contributing factor in their foster care placements. The study profiled 1,003 African American children who entered foster care in five cities during 1986. Major findings include the following: (1) child welfare agencies are not achieving permanency for most children, particularly for those from homes with parental drug abuse; (2) services to address the problems contributing to placement in foster care were either unavailable or insufficiently brokered or coordinated with other organizations; (3) relative placements were often available and represent a significant resource; and (4) families with parental drug abuse were more likely to have mothers with less education, to be poorly housed, and to receive Aid to Families with Dependant Children prior to placement. Statistical data are included in 22 tables and 1 bar graph. Appendices present variables used in the comparison of drug and non-drug abuse cases, and a summary of statistically significant comparisons between foster care cases with and without drug abuse as a contribution factor in placement. Also included are 29 references and a list of NBCDI publications. (JB)

ED 339 785 UD 028 454

Jones, Reginald L.
Psychoeducational Assessment of Minority Group Children: A Casebook.
PUB DATE- 88
NOTE- 426p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adjustment (to Environment); Behavioral Science Research; Bilingual Education; Case Studies; *Educational Diagnosis; Elementary Secondary Education; Group Testing; *Handicap Identification; *Minority Group Children; *Psychoeducational Methods; *Psychological Evaluation; Student Evaluation; Test Bias
IDENTIFIERS- Dynamic Assessment

This volume presents an introduction and 14 case studies by various authors on psychoeducational procedures for assessing minority group children. Included are the following papers: (1) "Psychoeducational Assessment of Minority Group Children: Issues and Perspectives" (R. L. Jones); (2) "Dynamic Assessment: The Learning Potential Assessment Device" (H. C. Haywood); (3) "The Use of Budoff's Learning Potential Assessment Techniques with a Mexican-American, Moderately Handicapped Student" (R. M. Hausman); (4) "Rudy Garcia: A SOMPA Case Study" (J. A. Morrison); (5) "The Texas Environmental Adaptation Measure: Test Development and Standardization, and a Case Study" (L. S. Scott and A. T. Fisher); (6) "The Behavioral Assessment of Conduct Disorder in a Black Child" (W. A. Anderson, Jr.); (7) "Behavioral Assessment and Special Education Evaluation: A Successful and Necessary Marriage" (J. M. Taylor); (8) "Nondiscriminatory Assessment and Informal Data Gathering: The Case of Gonzaldo L." (H. T. Cervantes); (9) "Gloria: A Bilingual/Learning Disabled Student" (H. W. Langdon); (10) "An Alternative Model for Identification of Potentially Gifted Students: A Case Study" (M. G. Dabney); (11) "Adaptation of the Learning Potential Assessment Strategy to Special Education Diagnostic Classroom Settings" (R. M. Hausman); (12) "Nonbiased Assessment of the Preschool Child" (M. L. McEvoy and D. W. Barnett); (13) "Case Study of an Emotionally Disturbed Eskimo Boy--Utuk" (D. L. McIntosh and H. G. W. Bischoff); (14) "Informal Assessment of Intellectual characteristics and findings. Since G. Glass first used the term "meta-analysis" in 1976, it has become a widely accepted research tool encompassing a family of procedures in a variety of disciplines. Meta-analysis typically follows the same steps as primary research: (1) the purpose is defined; (2) a sample is selected; (3) data are collected and transformed to a common metric (often effect size); and (4) statistical procedures investigate the relationships among study characteristics and findings. Major meta-analytic approaches include vote counting by categorizing findings as positive, negative, or non-significant; classic or Glassian meta-analysis; study effect meta-analysis, with one effect size computed for each study; tests of homogeneity to determine the likelihood that variance among effect sizes is due only to sampling error; and psychometric meta-analysis as recommended by J. E. Hunter and F. L. Schmidt (1990). Four references are listed. (SLD)

ED 339 749 TM 017 681

Whetzel, Deborah
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Basic Skills; *Competence; *Employment Qualifications; High School Graduates; High Schools; Individual Characteristics; Interpersonal Competence; *Job Skills; *Skill Analysis; Skilled Workers; *Thinking Skills; Vocational Evaluation; Youth Employment
IDENTIFIERS- Department of Labor; *Foundation Skills; Secretarys Comm on Achieving Necessary Skills

In 1990, Elizabeth Dole, then Secretary of the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills that youths need to participate in the workplace and the skill levels that entry-level jobs require. SCANS determined that workplace skills consist of foundation skills and competencies. Foundation skills are in the three domains of basic skills, thinking skills, and personal qualities. Competencies fall into the domains of resources, interpersonal skills, information skills, systems skills, and technology utilization skills. SCANS identified and defined these skills by asking commission members for ideas, visiting successful corporations, and reviewing research. A panel of experts then drafted a list of skills that were further refined through review and consultation. SCANS used a sample of 50 jobs to see how the skills related and how clear and comprehensive the experts found the definitions to be. SCANS also studied how proficient workers needed to be in each foundation skill and competency by asking 20 people to rate the skill levels required for job tasks identified by the job analysis. SCAN has two further charges: (1) to suggest effective ways to assess proficiency; and (2) to develop a dissemination strategy for homes, schools, unions, and businesses. Three references are listed. (SLD)

ED 339 750 TM 017 682

Barisa, Mark; And Others

list of references. (SLD)

ED 339 768 UD 028 420

Johnson-Lewis, Sharon
Survey on ECIA Chapter 1 Evaluation Regulations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 63p.; Prepared by the CRESST Chapter 1 Evaluation Regulations Study Group.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Equated Scores; *Evaluation Criteria; *Federal Programs; High Risk Students; Migrant Education; National Surveys; Norm Referenced Tests; *Position Papers; *Program Evaluation; Research Universities; School Districts; Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

A survey which gave respondents an opportunity to react to the evaluation requirements of the Education Consolidation and Improvement Act (ECIA), Chapter 1, was distributed, in June 1988, to local and state educational agencies, universities, and Technical Assistance Centers throughout the United States. Part I of the survey contained 14 questions, and Part II of the survey listed key Chapter 1 evaluation issues that were to act as idea generations for position papers. One hundred and eighty surveys were distributed, and 34 responses to Part I were received. Part II and an additional request generated seven position papers. Based on the responses, the Study Group prepared recommendations for the Chapter 1 evaluation process. The position papers, which follow these recommendations, include the following: (1) "Use of Norm-Referenced Tests To Measure Higher Order Thinking Skills" (D. Levine); (2) "Sources of Errors in the Chapter 1 Reporting System" (G. Thompson); (3) "Selecting Chapter 1 (Compensatory Education) Students Using Multiple Selection Criteria" (S. Pakes); (4) "Setting Chapter 1 Standards: A Continuing Dilemma" (R. J. Nearine); (5) "The Evaluation of Migrant Programs" (P. Higgins); (6) "Using Equated Norm-Referenced Test Scores for Chapter 1 Reporting Purposes" (S. Johnson-Lewis); (7) "Issues and Areas for Aggregating Chapter 1 Data" (G. D. Estes); and (8) "Comparing TIERS Model A with the Gap-Reduction Design" (G. K. Tallmadge). (SLD)

ED 339 769 UD 028 429

Palaich, Robert M.; And Others
Changing Delivery Systems: Addressing the Fragmentation in Children and Youth Services. Ralizing America's Hope.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Childhood

Ability Using Piagetian Tasks" (L. Taylor); and (15) "Using Student Performance Data in Academics: A Pragmatic and Defensible Approach to Non-Discriminatory Assessment" (M. R. Shinn and G. A. Tindal). Biographical sketches of the authors and author and subject indexes are included. (JB)

ED 339 786 UD 028 455

Herrick, Susan C.; Epstein, Joyce L.
Improving School and Family Partnerships in Urban Elementary Schools: Reading Activity Packets and School Newsletters. Report No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Improvement; Educationally Disadvantaged; *Elementary Schools; Elementary School Students; Intermediate Grades; *Newsletters; Parent Attitudes; Parent Education; *Parent Participation; Parent School Relationship; Primary Education; Program Evaluation; *Reading Achievement; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD

This publication includes two reports describing the development and beginning evaluations of two separate programs of the Baltimore (Maryland) School and Family Connections Project designed to increase parents' involvement in their children's learning in urban elementary schools. The first report, "Reactions of Parents and Teachers to Reading Activity Packets in the Primary Grades" (S. C. Herrick and J. L. Epstein), examines the reactions of 158 parents and 7 teachers to the Teachers Getting Involved with Families program at Elmer A. Henderson Elementary School (Maryland), which developed reading activity packets to help parents assist their children in reading at home. The second report, "Reactions of Parents to School Newsletters in the Elementary Grades" (S. C. Herrick and J. L. Epstein), examines the reactions of parents (70 families) to the I Care Parent Newsletter program at Dr. Bernard Harris, Sr. Elementary School (Maryland), which created and distributed newsletters to parents to make them feel welcome at school, inform them about the curriculum and their children's progress, and stimulate parents and children to read together. Both programs were viewed as successful in reaching parents and involving them more actively in their children's learning. Both programs are being revised and extended and will be evaluated in the future for their effects on student learning. Statistical data are provided in two tables. Two appendices to the first report contain the teacher interview form, the parents' survey, and responses. Four appendices to the second report contain the survey and parent responses. (SLD)

ED 339 787 UD 028 456

Epstein, Joyce L.; Herrick, Susan C.
Improving School and Family Partnerships in Urban Middle Grades Schools: Orientation Days and School Newsletters. Report No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 56p.

The Self Concept as a Learner Inventory: A Cross-Validation Study.
SPONS. AGENCY- Memphis State Univ., Tennessee. Center for Research in Educational Policy.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Comparative Testing; *Construct Validity; Correlation; Grade 8; Grade 11; *High School Students; *Junior High School Students; Multidimensional Scaling; Secondary Education; *Self Concept Measures
IDENTIFIERS- Academic Self Concept; *Cross Validation; Multidimensional Self Concept Scale; *Self Concept as a Learner Scale (Waesten); Tennessee

The validity of the Self Concept as a Learner Revised (SCALR) inventory was studied. The construct issue of academic self-concept was explored by comparing the SCALR to the academic portion of the Multidimensional Self Concept Scale (MSCS). The SCALR contains 44 items (four scales of 11 items each). The SCALR version for grades 7 through 12 was administered to 1,136 eighth graders and 863 11th graders from schools participating in the Positive Attitudes in Tennessee Schools Project. The 150-item MSCS was administered to 287 students, 200 of whom had matching SCALR data. The SCALR and MSCS academic scores were compared, and correlation coefficients were obtained. Results indicate the SCALR inventory does have validity as a measure of academic self-concept, and significant correlations between SCALR and MSCS results suggest that both measure the same theoretical construct of academic self-concept. Three tables present study data. A 14-item list of references is included. (SLD)

ED 339 751 TM 017 684

Parker, Wayne
The Detection of the Fake Good Response Set on the MMPI-2.
PUB DATE- Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; Discriminant Analysis; Higher Education; *Personality Measures; *Psychological Testing; Regression (Statistics); Response Style (Tests); Sex Differences; *Testing Problems; Test Validity; *Undergraduate Students
IDENTIFIERS- *Faking (Testing); *Minnesota Multiphasic Personality Inventory

Patterns of responses to the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) that typify deliberate deception of others (faking good) were studied using 100 undergraduates at the University of Alabama (Tuscaloosa) who were given extra course credit for participation in the study. Females constituted 73% of the final subject pool. Each subject was given the MMPI-2 test booklet and two sets of answer sheets. Subjects were asked to complete the MMPI-2 anonymously, first trying to impress a potential employer, and then answering honestly with first reactions. Discriminant analysis and regression identified 83%

Needs; Children; Community Role; Coordination; *Delivery Systems; Educational Policy; *Legislators; Policy Formation; Public Policy; *Social Services; *State Legislation; Teleconferencing; Videotape Recordings; *Youth Programs

This document is the print component of the two-hour teleconference "Investing in Our Youth: A Nationwide Committee of the Whole." Produced by South Carolina ETV, the program is aimed at state legislators to help them develop policies and practices for meeting the needs of America's youth. This document is also a part of "Realizing America's Hope," a multivideo and print project sponsored by General Motors, the Lilly Foundation, the Charles Stewart Mott Foundation, and the Metropolitan Life Foundation. The current system of fragmented services for youth has reached the limit of its effectiveness. The states are in the best position to design a focused effort to address service delivery needs. A clearly helpful strategy is to design a policy environment fostering an interagency approach. Examples of coordinated services are given for the following states: (1) California; (2) Washington; (3) New Jersey; and (4) Kentucky. Components of effective policy include the following: (1) putting children at the center of policy; (2) forming partnerships between states and communities; (3) proposing integrated comprehensive policies; (4) exploring alternative structures; (5) emphasizing health care and education for families of young children; and (6) discontinuing policies and practices that place children at risk. Meeting the needs of children requires changing the ways that society thinks about delivering services. A 17-item list of related readings is given, and the video and print components of "Realizing America's Hope" are listed. (SLD)

ED 339 770   UD 028 435

Garza, Elizabeth Pompa
The Impact of the State Four-Year-Old Program on Urban/Minority School Districts' Enrollment.
PUB DATE- Apr 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Disadvantaged Youth; *Early Intervention; *Enrollment; Limited English Speaking; Low Income Groups; Minority Groups; *Preschool Children; Preschool Education; Program Evaluation; School Districts; School District Size; *State Programs; *Urban Schools
IDENTIFIERS- *Texas

This report presents an evaluation of a state implemented prekindergarten program for disadvantaged 4-year-old children in Texas in light of the program's impact on the largest urban school districts. The purpose of the program was to break the cycle of school failure and underachievement of disadvantaged and limited English proficient children. Its research-based rationale was that early intervention programs benefit low-income, disadvantaged children. Five years after implementation, the program has not been evaluated. However, using enrollment data, the impact on school density in 10 urban/minority school districts was measured. The results show a steady increase of enrollment in the prekindergarten programming in each district with the exception of one. Although total school district enrollment has increased, the prekindergarten enrollment increased faster than the total enrollment. This increase in overall enrollment continues the

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Improvement; Elementary School Students; Grade 6; Intermediate Grades; *Middle Schools; *Newsletters; Outreach Programs; Parent Attitudes; *Parent Participation; Program Evaluation; Program Improvement; *School Orientation; Student Attitudes; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD

This publication contains two reports describing the development and beginning evaluations of two separate programs of the Baltimore (Maryland) School and Family Connections Project designed to increase parents' involvement in their children's learning in urban middle grades schools. The first report, "Reactions of Parents, Students, and Teachers to Middle School Orientation Days" (S. C. Herrick and J. L. Epstein), examines the reactions of 101 parents, 321 students, and 20 teachers to the Orientation Days program at Hampstead Hill Middle School (Maryland), which was designed to improve the school's communication with parents of new sixth-graders. The second report, "Reactions of Parents to School Newsletters in the Middle Grades" (J. L. Epstein and S. C. Herrick), examines the reactions of parents (n=70 families) to the Parents and Teachers Newsletter at Booker T. Washington Middle School (Maryland), which was initiated to make parents feel welcome at the school and provide them with information about school programs and workshops held at the school. Both programs were successful as initial efforts in reaching and involving families of middle grades students, but they have considerable room for improvement. The programs are being revised and extended in response to their evaluations. Statistical data are provided in three tables. Three appendices to the first report present results from parents, teachers, and students. Two appendices to the second report contain the survey and parent responses. (Author/SLD)

ED 339 788 UD 028 457

Gottfredson, Denise C.; And Others
Increasing Teacher Expectations for Student Achievement: An Evaluation. Report No. 25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Control Groups; Elementary Education; *Elementary School Students; Experimental Groups; Grade Repetition; Program Evaluation; *Racial Differences; *Sex Differences; *Staff Development; Student Attitudes; Teacher Attitudes; *Teacher Expectations of Students; Teaching Methods; Test Results
IDENTIFIERS- *Teacher Expectations and Student Achievement

This report summarizes an evaluation of a staff development program to reduce disparity in educational achievement across race and sex. The Teacher Expectations and Student Achievement (TESA) program of S. Kerman, T. Kimball, and M. Martin (1980) was implemented in an elementary school. Achievement test scores, attitudes toward school and self, perceptions of teacher practices, and grade retentions were compared for the of the normal MMPI-2 answers and 78% of fake good response sheets. Chi square and additional analyses resulted in a new scale that identified 89% of normal responses and 90% of fake good responses. Gender was not found to be a significant variable. Cross-validation with an additional 66 subjects confirmed these results. The study demonstrates a new method of assessing a deliberate fake good response set. Two tables of study findings and a 12-item list of references are included. (SLD)

ED 339 752　　TM 017 685

Jarrell, Michele G.
Generating an Empirical Probability Distribution for the Andrews-Pregibon Statistic.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Error of Measurement; Matrices; *Multivariate Analysis; *Probability; *Statistical Distributions
IDENTIFIERS- *Andrews Pregibon Statistic; Empirical Research; FORTRAN Programing Language; *Outliers

A probability distribution was developed for the Andrews-Pregibon (AP) statistic. The statistic, developed by D. F. Andrews and D. Pregibon (1978), identifies multivariate outliers. It is a ratio of the determinant of the data matrix with an observation deleted to the determinant of the entire data matrix. Although the AP statistic has been used many times, no probability distribution has been available for it. The AP statistic is based on the volume of confidence ellipsoids and is a function of leverage and residual. Small values of the AP statistic are associated with outlying observations. A probability distribution was developed through computer generation of 10,438 samples of n=150 and p=3 from a multivariate normal population using a FORTRAN program. The AP statistic was calculated for each observation in each sample. A data file was created with the statistics and sorted by the ratios, and a frequency distribution was run. This distribution was used to obtain the critical values for the various error rates. Changing the parameters in the FORTRAN program could allow development of the probability distribution for other values of n and p, including data that are other than multivariate normal. Eight brief appendixes summarize computer programs that were run on the calculations. One data table and seven references are provided. (SLD)

ED 339 753　　TM 017 686

Doerr, Patricia F.; And Others
An Exploration of Medical Care: A Content Analysis of the Views of People with the AIDS Virus.
PUB DATE- Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

density and cultural isolation that characterizes the urban minority school. This and other unanswered questions about the schools' abilities to administer the program prevent an accurate assessment of the effectiveness of this initiative. Statistical data are provided in one table. Included are seven references. (JB)

ED 339 771 UD 028 437

Opuni, Kwame A.; And Others
Dropout Prevention at the Grassroots: Houston ISD's Elementary At-Risk Program (1990-91).
PUB DATE- Jul 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Attendance; Counseling; *Dropout Prevention; Dropout Programs; Elementary Education; *Elementary School Students; Guidance; *High Risk Students; Outreach Programs; *Program Effectiveness; Program Evaluation; School Districts; School Holding Power; *Self Esteem; Student Attitudes
IDENTIFIERS- Houston Independent School District TX

The Elementary At-Risk Program was an intensive counseling, guidance, community outreach, and family case-management support system for a selected group of acutely at-risk students (approximately 60 students at one level and 180 students at another) in eight Houston (Texas) Independent School District (ISD) elementary schools. Social worker services were the central feature of the support system, which was designed to provide a supportive and nurturing home and school environment in which the academic and affective problems of the students could be effectively addressed, thereby giving them the disciplinary temperament and resolve to appreciate learning, stay in school, and improve their academic performance. This report evaluates the effectiveness of the program in improving student self-esteem, attitude toward school, class attendance rates, and academic performance. The concurrent and multiple measures of program efficacy included social worker evaluations, teacher assessments, attitude surveys, self-esteem scores, class attendance rates, and standardized test scores of program students. Findings indicate that the program was instrumental in improving students' self-esteem and attitude toward school. Attendance rates and academic performance indicators did not show any improvements. Statistical data are provided in five tables and three figures. A 14-item list of references is included. (Author/SLD)

ED 339 772 UD 028 438

Minority Students and Staff Report.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Elementary Secondary Education; Enrollment; Ethnic Groups; Hispanic Americans; *Minority Group Children; Public Schools; *Racial Composition; Racial Integration; *Racially Balanced Schools; School Districts; *School Personnel; *School Statistics; State Surveys; Tables

306 students of teachers who volunteered to participate in the experimental program and students in the same school (n=329) and in a different school (n=250) whose teachers did not participate. The results differ depending on which comparison group is used. A small positive effect is implied by the within-school comparison, and a negative effect is implied by the between-school comparison. Because of competing explanations, the results remain ambiguous. In view of the popularity of the program, the limited prior empirical support for its usefulness, and the ambiguity of the results, it is concluded that further studies that include randomized trials and more careful records of the level of implementation are required. Statistical data are provided in 11 tables and 2 figures. There are 26 references. (Author/SLD)

ED 339 789 UD 028 459

A View from the Inside: Multicultural Education. Report of the Select Seminar on Excellence in Education.
PUB DATE- Nov 91
NOTE- 29p.; Photographs will not copy well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Role; Boards of Education; College Faculty; *Cultural Awareness; Curriculum Development; Educational Change; Elementary Secondary Education; *Ethnic Groups; *Excellence in Education; Intercultural Programs; *Minority Groups; *Multicultural Education; Parent Participation; School Personnel; Seminars; *Teacher Role

The Select Seminar on Excellence in Education met for 5 days between December 1990 and March 1991 to discuss multicultural education in schools. Participants were 27 master teachers, administrators, university professors, and community leaders. This monograph summarizes discussions at these meetings, emphasizing the kinds of attitudes, content, instructional resources, and strategies that are necessary for the effective development and delivery of a multicultural curriculum. Such a curriculum is one in which specific attention is given to knowledge and perspective drawn from the major cultural groups in our society. It implies an educational experience that prepares students to live in a global society. Attention is given to insuring that the knowledge and voices of many ethnic groups are included in the regular school experiences of all students. Suggestions are made as to types of classrooms that promote multicultural education, and how teachers, administrators, board of education members, parents, support staff, and community members can help promote multicultural education. Open letters to teachers and parents remind them of the parts they can play in multicultural education. In the final analysis, multicultural education is simply good education. (SLD)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Allied Health Personnel; *Attitude Measures; Interviews; *Medical Care Evaluation; Medical Services; *Outcomes of Treatment; *Patients; Physician Patient Relationship
IDENTIFIERS- Patient Care; *Service Delivery Assessment

Perceptions of the quality of medical care and the attitudes of medical personnel experienced by people infected with the Acquired Immune Deficiency Syndrome (AIDS) virus were studied using subjects known to be infected with the human immunodeficiency virus (HIV) that causes AIDS. Ten infected subjects participated in the study. Their interview comments were analyzed using the kernelizing technique of K. Krippendorff (1980) as a method of content analysis. Sixty percent of the subjects indicated a negative initial experience of medical care following their diagnosis of HIV infection. Eventually, all of those interviewed came to see their care positively, with changes in perceived quality of care usually brought about by actions taken by the patient to find supportive and competent medical personnel. Subjects acknowledged the importance of the same support and competence from the doctor's medical support staff. Subjects indicated that counseling-oriented services should be an integral part of the services rendered by the physician or medical support staff. In many cases, these services were not available until subjects learned to educate themselves about the disease in order to survive. A 12-item list of references is provided. Three appended tables contain interview questions, definitions of themes, and frequencies of themes in the interviews. (SLD)

ED 339 754 TM 017 687

Jarrell, Michele G.
Multivariate Outliers. Review of the Literature.
PUB DATE- Nov 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Educational Research; History; *Identification; Literature Reviews; *Multivariate Analysis
IDENTIFIERS- *Outliers

Research in the area of multivariate outliers is reviewed, emphasizing the problems associated with definition and identification. Treatment of the problem can be traced to 1777 and the work of D. Bernoulli. Most of the many procedures developed for identifying outliers proceed sequentially starting with the most aberrant observation, or proceed without consideration of the influence that an outlier may have on the focus of the analysis. If an outlier does not influence the outcome, there may be no reason to be concerned with it. A major problem in identifying outliers has been the lack of agreement on an operational definition of "outlier," even though most definitions refer to the outlier as being extreme in some manner. Researchers must reach a consensus on the definition in order to proceed in perfecting identification procedures. Once an outlier is identified, its treatment is contingent upon the type of data being studied. Outliers may be of such importance as to be the main focus of some types of study. A list of 64 references is included. (SLD)

(Data); White Students
IDENTIFIERS- *Connecticut

This is the 25th annual report of data on the distribution of minority group students in the public schools of Connecticut for the fall of 1990, and the 23rd to report data on minority staff members. The data, collected under a legislative mandate, are used to monitor any possible imbalance of white and minority students in the public schools. In October 1990, minority students totaled 25.1 percent (117,155) of Connecticut public school students statewide (466,664), continuing the trend toward increasing minority representation in spite of a decline in total enrollment. The number of Hispanic American students grew more rapidly than that of other ethnic groups. In Connecticut's five largest cities, 77.3 percent of all students were members of minority groups, and minority students were 92.1 percent of the total enrollment in Hartford. Thirteen public schools (1.3 percent) are technically out of compliance with state racial imbalance regulations. Of the total full-time professional staff, 6.3 percent (2,453) are minorities. Statistical data are provided in 5 tables and 10 figures. Ten appendixes present additional data tables about staff and enrollment. (SLD)

ED 339 773 UD 028 440

Thomas, R. Murray
Defining Urban in Educational Studies.
PUB DATE- 15 Nov 91
NOTE- 11p.; Paper presented at the Western Regional Conference of the Comparative and International Education Society (Los Angeles, CA, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Educational Research; Elementary Secondary Education; Essays; Institutional Characteristics; *Regional Characteristics; Research Problems; Urban Areas; *Urban Education

How the term urban and other terms related to it are defined can enhance the efficiency of research on urban education issues. A review of urban and related word uses reveals considerable variety in definitions. Since the aim of much research is to derive useful generalizations applicable to other similar groups, it is important to define the characteristics that accompany the term urban. The following questions would help to define this key term: (1) Why is this study considered to be urban research? (2) For the purposes of this study, what are significant characteristics of the educational establishment? (3) What are significant characteristics of the urban environment and of other settings designated by such terms as rural, suburban, and the like? (4) What explanation should be offered to readers so as to optimize their use of the research report? When investigators begin by defining in operational terms the aspect of the education system that will be viewed as the outcome variable, then features of the urban environment that hypothetically contribute to the outcome variable are also defined operationally. This combination of education-aspect and urban-environment features becomes the definition of urban for the purposes of the particular project. Cited are four references. (JB)

ED 339 774 UD 028 441

ED 339 755 TM 017 688

Witta, Lea; Kaiser, Javaid
Four Methods of Handling Missing Data with the 1984 General Social Survey.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Evaluation Methods; Predictive Measurement; Regression (Statistics); *Research Methodology; Sampling; *Surveys
IDENTIFIERS- *General Social Survey; *Missing Data

When survey data are statistically analyzed, many times some of the data is missing. If the missing values are not correctly handled, results of the analysis may be dubious and publication may jeopardize the credibility of the organization preparing the report. This study examined four of the more commonly used methods of handling missing data. The following techniques were compared: (1) listwise deletion; (2) pairwise deletion; (3) mean substitution; and (4) regression imputation of missing data. Comparisons were made using a sample selected from the General Social Survey--1984 of the National Opinion Research Center. The sample of 829 cases was randomly divided into two sample groups: Sample 1, with 415 cases; and Sample 2, with 414 cases, which was reduced to only non-missing cases at 283. Sample 1 was used to develop regression equations after treatment by each technique. Sample 2 was used to compare the efficiency of these regression equations in predicting the criterion variable by comparing the actual criterion mean to the predicted mean using Dunnett's test for contrasts. There was a statistically significant difference between the actual mean and the mean predicted by mean substitution with the significance level at 0.01. The other methods exhibited no significant differences. Mean substitution appears inappropriate as a way of handling missing data. A seven-item list of references is included. Three data tables are provided. (SLD)

ED 339 756 UD 028 045

Walker, Sylvia, Ed.; And Others
Building Bridges to Independence: Proceedings of the National Conference: Employment Successes, Problems, & Needs of Black Americans with Disabilities (Washington, D.C., 1988).
PUB DATE- 88
NOTE- 246p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; *Blacks; *Disabilities; Economically Disadvantaged; *Education Work Relationship; *Employment Opportunities; Employment Patterns; Employment Programs; Handicap Discrimination; Labor Market; Minority Groups; Poverty; Racial Discrimination; *Rehabilitation; Trend Analysis; *Underemployment
IDENTIFIERS- Independence Training

This conference was the first nationwide meeting focusing on issues concerning the employment of black Americans with

Simpson, Patricia
Living in Poverty: Coping on the Welfare Grant.
SPONS. AGENCY- Community Service Society of New York, N.Y.
PUB DATE- 90
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Children; *Client Characteristics (Human Services); *Coping; Decision Making; Economically Disadvantaged; Federal Programs; Housing Needs; *Mothers; *Poverty; Poverty Programs; Public Policy; *Social Environment; Social Problems; Urban Problems; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *New York (New York)

This monograph used a qualitative orientation to examine the inadequacy of public assistance income in New York City as it affects material conditions among welfare families, their attempts to mitigate the negative consequences of income inadequacy through coping strategies, and the broader social environment within poor communities. The data consisted of analysis of 100 hours of scripted interviews with 36 female parents in households where Aid to Families with Dependant Children was the primary income source. Findings include the following: (1) families transfer funds from housing into other needs with a consequent negative effect on housing quality; (2) respondents pool food stamps with other families and many buy food on credit; (3) two-thirds of the respondents cannot keep growing children appropriately dressed for school; (4) within limits posed by their socioeconomic status, families maximize their resources through a rational decision-making process; and (5) many experience social isolation. The paper offers eight policy recommendations based on the study's findings. Statistical data are provided in 15 tables. Included are 37 footnotes and 6 appendices containing interview forms, tables showing selected demographic characteristics of interviewees, data on a comparison study sample, data concerning the incidence of reliance on coping strategies (food category), a survey of children's discount clothing stores, and a summary of survey results of layaway policies of selected stores. (JB)

ED 339 775 UD 028 443

LeBlanc, Linda A.; And Others
Unlocking Learning: Chapter 1 in Correctional Facilities. Final Report: National Study of the Chapter 1 Neglected or Delinquent Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 91
NOTE- 106p.; For related documents, see UD 028 445-447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Compensatory Education; *Correctional Education; *Delinquent Rehabilitation; Dropouts; Educationally Disadvantaged; Individualized Instruction; *Institutionalized Persons; Mathematics Education; *Program Effectiveness; Program Evaluation; Reading Instruction; *Secondary Education; State Programs
IDENTIFIERS- *Hawkins Stafford Act 1988

A 3-year study of the operation of Chapter 1 Neglected or Delinquent (Chapter 1 N or D) Program, which provides compensatory education services to youths in state-operated

disabilities. These issues are significant because one working-age black in seven has a disability. The conference goal was to explore ways to reduce or eliminate barriers to employment preparation services and to identify methods to facilitate employment opportunities. The following papers were presented at the conference: (1) "An Equal Employment Opportunity Commission Perspective" (C. Thomas); (2) "A Rehabilitation Services Administration Perspective" (J. Dart); (3) "A National Council on the Handicapped Perspective" (L. Frieden); (4) "A Health and Human Services Perspective" (J. K. Elder); (5) "Critical Factors in the Employment Successes of Black Americans with Disabilities" (M. E. Wilson, Jr.); (6) "Public/Private Partnerships To Facilitate Career Success for Minority Persons with Disabilities" (I. W. Hopkins); (7) "Session Summary" (E. Williams); (8) "Effective Approaches to the Education of Black Americans with Disabilities" (M. L. Walker); (9) "Education: Implications for the Black Family" (G. F. Wolinsky); (10) "Effective Approaches to the Education of Black Americans: A Response" (B. Hardaway); (11) "Session Summary" (J. Simmons); (12) "Rehabilitating Black Americans Who Are Disabled" (B. J. Atkins); (13) "Poverty, Race, and Disability" (H. L. Thornhill and D. A. HoSang); (14) "Session Summary" (M. G. Ross); (15) "Communication and Networking: Vital Links in the Rehabilitation and Employment of Black Americans with Disabilities" (E. H. Anderson); (16) "Vital Links in the Rehabilitation and Employment of Black Americans with Disabilities: A Response" (Y. W. Galiber); (17) "Session Summary" (J. King); (18) "Toward Economic Opportunity and Independence: A Goal for Minority Persons with Disabilities" (S. Walker); (19) "Effective Approaches to Education and Economic Independence for Black Americans with Disabilities: A Response" (C. V. Thorne); (20) "Session Summary" (A. M. Banner); (21) "Media Portrayal of Black Americans with Disabilities: Stepping Stones or Stumbling Blocks" (S. Kapur and R. H. Ruffner); and (22) "Session Summary" (R. H. Ruffner). Photographs of presenters taken at the conference are included. (SLD) juvenile and adult correctional facilities, was conducted. The study found that Chapter 1 N or D Program participants had the following characteristics: (1) over half of the youth are high school dropouts; (2) the highest grade completed was 3 years below the typical grade completed by other youth of the same age; (3) participants generally stay in the facility an average of more than 13 months; (4) most do not enroll in school on release or they enroll and soon drop out; and (5) the older the student, the less likely he or she is to enroll and to persist in school. Instruction is commonly done on an individualized diagnostic/prescriptive method with students working on packets of materials or worksheets to meet individually diagnosed deficiencies in basic skills. The most effective Chapter 1 N or D Programs included the following parameters: (1) separate educational administrations; (2) strong communication and administrative leadership at the facility and state levels; (3) creative use of funds; (4) a staff committed to correctional education; and (5) coordination between Chapter 1 and regular academic programs. Chapter 1 services also can include postrelease transitional and prerelease services. The document also provides data on program administration and administrator and educator roles. Included are 14 figures, 9 tables, and an appendix listing effective and common practices. (JB)

Aagard, Steven D.
The Effect of Academic Advising and Demographic Variables on the Perceived Relevance of Graduate Education for Agriculturalists from Tanzania and Malawi.
198p. 3mf. L1 ED 338 872

Abbamont, Gary W.
Study Smart! Ready-To-Use Reading/Study Skills Activities for Grades 5-12.
242p. 0mf. L3 ED 339 021

Abbott, Barbara L.
Maternal Employment and Adolescent Girls.
8p. 1mf. L1 ED 339 523

Abbott, Muriel
What Is LAB and Why Was It Renormed?
19p. 1mf. L1 ED 339 212

Abu-Rabia, Aref
Education Development among Bedouin Tribes of the Negev Desert. Paper and Discussion.
22p. 1mf. L1 ED 339 560

Ackerberg, Lynne
Why Aren't Third-World Scholars Going Home? Focus on Adjustments in China's Overseas Policies.
11p. 1mf. L1 ED 339 192

Acosta, Veronica M.
Integrating Experiential Learning and Critical Inquiry in Health Education: A Framework for Health Professionals.
32p. 1mf. L1 ED 339 715
Parental Involvement in Middle School AIDS Education Programs.
27p. 1mf. L1 ED 339 119

Adams, Charles F.
The Community Survey: A Basis for Policy Analysis and Planning.
24p. 1mf. L1 ED 339 075

Adams, Charles S.
Construction of Role and the Shaping of Organizational Culture: A Symbolic Interactionist Study of Collegiate Mid-Level Managers in Student Affairs. ASHE Annual Meeting Paper.
30p. 1mf. L1 ED 339 294

Adams, Scott
The Arkansas Debate of 1990: A Narrative View of Role.
34p. 1mf. L1 ED 339 053
Whittle Communications and Channel One: Rhetorical Strategies of Innovation.
33p. 1mf. L1 ED 339 054

Adams, Susan W.
An Intergenerational Approach to the English Language Usage.
108p. 2mf. L1 ED 339 242

Aghbar, Ali A.
Partial Credit Scoring of Cloze-Type Items.
24p. 1mf. L1 ED 339 201

Agnello-Linden, Mary Frances
Alcohol Use and Abuse in a Rural School.
16p. 1mf. L1 ED 339 580

Ahmadi, Kate S.
Suicidal Behavior in Adolescent Ex-Inpatients: A Follow-Up Study.
22p. 1mf. L1 ED 338 958

Aitken, Douglas J.
A New Meaning for Education; Looking at the Europe Region. Educational Studies and Documents No. 58.
51p. 0mf. L3 ED 339 627

Akey, John M.
The Essentials Approach: An Integrated Curriculum Model for Rethinking the Curriculum of the Future.
18p. 1mf. L1 ED 339 519

Esty, Edward T.
SQUARE ONE TV: Using Television To Enhance Children's Problem Solving.
23p. 1mf. L1 ED 339 613

Academic Library Finance, 1970-1985: A Review of the Literature.
48p. 1mf. L1 ED 339 372

Evans, Terry
Beyond the Text: Contemporary Writing on Distance Education.
261p. 3mf. L2 ED 338 921

Everhart, Peggy S.
Evaluating Currency of the Medical Sciences Collection Available on Public Library Shelves.
33p. 1mf. L1 ED 339 393

Everton, Muriel
A Twenty-Five Year Slice of the Secondary Education Division's Historical Pie.
37p. 1mf. L1 ED 339 035

Fahy, Patrick J.
Adult Literacy Learning and Computer Technology: Features of Effective Computer-Assisted Learning Systems.
27p. 1mf. L1 ED 338 867
Learning about Computer-Based Education in Adult Basic Education.
20p. 1mf. L1 ED 338 793

Ferguson, M. A.
Effective Communication with the Impulsive Risk Taker: Hypotheses from Four Focus Groups.
33p. 1mf. L2 ED 339 062

Fero, Marie A.
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